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THE STATUS OF ADULT GUIDANCE SERVICES IN EDUCATIONAL  
INSTITUTIONS IN THE STATE OF IOWA, 1966-1967

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A Field Report  
Presented to  
The Graduate Division  
Drake University

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Science in Education

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by  
Shirley Grimmius Blenderman  
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THE STATUS OF ADULT GUIDANCE SERVICES IN EDUCATIONAL  
INSTITUTIONS IN THE STATE OF IOWA, 1966-1967

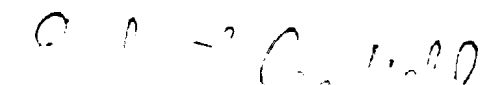
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## CHAPTER I

### INTRODUCTION

The current decade is being called a "decade of change" by sociologists. The individual is being forced to face new problems, trends, and developments which were previously non-existent. To cope with these changes, the need for continuing education, through expanding adult programs, has been recognized by educational authorities. Little has been done, however, to assist the adult student in the choices, decisions, and adjustments which are expected of him. Guidance must not be limited solely to the youth in society; rather, it must be extended to the adults of all ages in order that they might find self-fulfillment in today's changing world.

The field of adult guidance is relatively uncharted whether one looks at a single program or programs on a comparative basis. It would appear to the writer that a careful appraisal of the present guidance services which are available for adults is an essential step to making any improvement in adult guidance programs for the future.

#### I. THE PROBLEM

Statement of the problem. It was the purpose of this study to determine the current status of adult guidance services in the universities, colleges, area community colleges,

area vocational-technical schools, and a selected number of adult evening high schools in the state of Iowa. The results are intended to be informative and may serve as a means of comparison for those schools who are offering adult guidance services at the current time, as a basis for measuring the progress of adult guidance in Iowa at a future date, and as a stimulus to those schools who have made no provisions for adult guidance in their programs.

Significance of the study. Automation has changed the occupational face of America almost beyond recognition in an unbelievably short period of time. The immediate future promises even more dramatic changes. "It has been asserted recently that at least in the transitional period into the full-fledged cybernational age, the worker must expect eight or nine job changes during his working career."<sup>1</sup>

Related to the area of automation is the equally important aspect of the decline of manufacturing jobs and the increase in the number of opportunities in service and allied occupations. The Iowa Cooperative Study of Post High School Education indicated that employment for men in Iowa will continue to increase in the service industries and in the professions. There were 14,000 more jobs in professional

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<sup>1</sup>Maxwell Goldberg, "Continuous Education as a Way of Life," Adult Education, XVI (Autumn, 1965), 9.

services in Iowa in 1950 than in 1940, and by 1970, there will be 20,000 more than in 1960.<sup>1</sup>

Iowa, along with other agricultural areas, is undergoing an occupational transition through urbanization. "Farm workers made up 53 per cent of the total labor force in 1870; by 1970, they will represent only about 6 per cent."<sup>2</sup> The 1966 Economic Report of the President indicated that net migration from farms annually during the early 1960's is estimated at 816,000.<sup>3</sup>

The migration of women from the kitchen to offices and factories has transformed the American labor force. In 1900, only 1 out of every 5 women was working for pay or profit while in 1962, 25 million women or more than 1 out of 3 were in the labor force with women constituting one-third of the total labor force. The participation of women is expected to rise until by 1970 a total of nearly 30 million or about 38 per cent will be economically active.<sup>4</sup>

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<sup>1</sup>Iowa Association of Private Colleges and Universities, State Board of Public Instruction, and State Board of Regents, Proposal for Progress (Iowa Cooperative Study of Post High School Education. Iowa City: Office of Public Information, 1966), 5.

<sup>2</sup>National Committee for Support of the Public Schools, Changing Demands on Education and their Fiscal Implications (Washington: National Committee for Support of the Public Schools, 1963), 6.

<sup>3</sup>Council of Economic Advisers, Economic Report of the President (Washington: United States Government Printing Office, 1966), 135.

<sup>4</sup>United States Department of Labor, Economic Forces in the United States (Washington: United States Government Printing Office, 1963), 49.



Of recent concern has been the use of education to enable all Americans to share in the prosperity of the nation. A study of unemployment rates tends to show that unemployment strikes hardest at those who have less education. The President's Report of 1966 indicates that there are 7.3 million Americans over the age of 25 who do not have five years of education.<sup>1</sup> Approximately 18 per cent or 34.1 million Americans are considered to be "poor".<sup>2</sup>

Equally significant is the increased amount of leisure time, the increased longevity of the citizenry, the role of education in helping them to maintain a meaningful life, and the increased role of education made necessary by sheer number of population growth.

President Johnson has said "Education will not cure all the problems of society, but without it no cure for any problem is possible."<sup>3</sup> Education without guidance, however, is education without direction and, therefore, meaningless. Educators are becoming increasingly more cognizant of the role that guidance plays in adult education and as a result, are slowly developing more sophisticated programs.

Definition of terms used. For the purposes of this study "adult guidance services" were defined by the writer

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<sup>1</sup>Council of Economic Advisers, op. cit., 98.

<sup>2</sup>Ibid., 110.

<sup>3</sup>Ibid., 94.

as organized assistance given to adults, sixteen years of age or over, who are attending adult and continuing education programs in the late afternoon and evening hours and who do not have access to daytime guidance services offered by the educational institutions.

Throughout the report of this study, the term "adult education" shall be interpreted as "organized activities with an educational purpose carried on by mature persons on a part-time basis."<sup>1</sup>

"Continuing education" was interpreted "to include all educational offerings on a part-time basis and includes degree and nondegree courses, conferences, short courses, residential experiences and correspondence and extension offerings."<sup>2</sup>

The terms "merged area schools" and "area schools" which are used interchangeably in this report refer to the area community colleges and area vocational-technical schools. Through action of the Sixty-first General Assembly, a system of merged area districts was established for the state of Iowa with each district encompassing several counties. As of December, 1966, fifteen such districts had been established. Most of the merged area districts were taking steps to organize

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<sup>1</sup>Carter V. Good, Dictionary of Education. Second edition. (New York: McGraw-Hill Book Company, Inc., 1959), 16.

<sup>2</sup>King M. Wientge, "A Model for the Analysis of Continuing Education for Adults," Adult Education, XVI (Summer, 1966), 247.

area community colleges; a few initially were organizing area vocational-technical schools. Public junior colleges, formerly supported by local school districts, were in transition from the local to the merged area district organization.<sup>1</sup>

## II. PROCEDURE OF THE STUDY

A review of related literature was made from representative sources available in the libraries of Drake University, Des Moines, Iowa and Omaha University, Omaha, Nebraska. Literature was also obtained from the Adult Education Department of the Des Moines Public Schools and from the Iowa State Department of Guidance.

An attempt was made by the writer to review the historical background of adult guidance, to note the views of authorities in adult education, including those of Paul E. Klein, Ruth Moffitt, Mary L. Ely, and Malcolm S. Knowles, with regard to the need for adult guidance services, and to review the results of several surveys which have previously been conducted in related areas.

Methodology. After many years of participation in adult education by the writer, and after extensive research, the major topic of this paper became evident--the current status of adult guidance services in the educational

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<sup>1</sup>Iowa Association of Private Colleges and Universities, State Board of Public Instruction, and State Board of Regents, op. cit., 11.

institutions in Iowa. Conferences with adult education and guidance authorities in Iowa indicated great voids in information concerning the existing guidance services available for adults.

The writer chose to divide the guidance field into the five generally accepted areas of guidance and counseling: student appraisal, counseling, information, placement, and follow-up and research. The instrument chosen to collect the necessary information was a survey check list which covered specific aspects of each of these five major areas of guidance. In addition, a section on enrollment statistics and the administration of adult guidance services was added to make the study more meaningful.

Area of the study. The area of study included seventy-eight educational institutions within the state of Iowa. The names and addresses of these institutions were obtained from the Iowa State Department of Public Instruction publication 1266P-237G. The sample included three regent institutions, twenty-six private four-year colleges, twenty-five public adult evening high schools of cities with over 10,000 population, fourteen area community colleges and area vocational-technical schools, plus six public junior colleges which had not been organized into merged area schools at the time of this study, and four private junior colleges.<sup>1</sup>

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<sup>1</sup>A list of the schools included in the survey may be found in the Appendix.

Validation. The survey check list was validated on the expert opinions of Dr. Stuart C. Tiedeman of the Drake University College of Education, Mr. Giles Smith, Director of the Iowa State Department of Guidance, Mr. Jim Athens, State Consultant for Guidance Services in Junior Colleges and State Vocational Schools, and Mr. Clarence H. Thompson, Dean of University College, Drake University.

Survey Check List. In February, 1967, the survey check list, an explanatory letter, and a stamped, self-addressed envelope were mailed to the directors of adult and continuing education of the seventy-eight schools included in the survey. After two weeks, responses had been received from fifty-two, or 66.7 per cent, of the schools. In order to get a more accurate picture of adult guidance practices in Iowa, a follow-up letter was sent to the remaining twenty-six schools.<sup>1</sup>

Completed check lists were received from sixty-eight of the seventy-eight institutions surveyed, or a response of 89.7 per cent.

Interpretation of the data. A natural breakdown occurred in the study with the first group of ten schools eliminating themselves by failing to respond. This left a

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<sup>1</sup>Copies of the survey check list, explanatory letter, and the follow-up letter may be found in the Appendix.

total of sixty-eight schools, fifty-three of whom stated they did not have organized adult guidance services. Of these fifty-three, however, twenty-six schools, by virtue of their responses, did indicate a partial program of adult guidance services was available.

The first section of Chapter IV is devoted to presenting the data of those twenty-seven schools who had no guidance services for adults. The second portion of Chapter IV presents the data of those institutions who stated that partial programs of adult guidance services were available.

The remaining fifteen institutions indicated that they did have a formal adult guidance program. The data from these schools is presented in the third part of Chapter IV.

In order to make the data more meaningful, the statistics from the responding institutions were reported under the six general institutional classifications: (1) regent institutions, (2) private four-year colleges, (3) adult high schools, (4) area schools, (5) public junior colleges, and (6) private junior colleges.

The summary and conclusions were based on the total statistics from those schools with partial programs of adult guidance services and those schools with complete, organized programs of adult guidance services.

### III. LIMITATIONS

One of the limitations of the study was the length of the survey check list which consisted of four legal size

sheets of paper. Adult personnel are busy performing their jobs and may not have had the necessary time to give the study proper consideration.

A second limitation of the study was the obvious failure of some of the respondents to accept the definition of adult guidance services used in the study. The tendency to over-evaluate current adult guidance practices was also evident in some cases.

A third limitation was the rapidly changing picture of the entire adult education field with the establishment of the area community colleges and area vocational-technical schools. Many of these schools indicated they were planning to include organized guidance services in their adult programs.

#### IV. PREVIEW OF THE ORGANIZATION OF THE REPORT

The remainder of this report will be divided into three parts.

Chapter II will present a review of the literature pertinent to the historical background, needs, and studies concerning guidance in adult education.

Chapter III will be an analysis of the survey check list and a presentation of the data.

Chapter IV will present the summary and conclusions relative to the data obtained in the study.

## CHAPTER II

### A REVIEW OF THE LITERATURE PERTAINING TO THE HISTORICAL BACKGROUND, NEEDS, AND RELATED STUDIES OF GUIDANCE IN ADULT EDUCATION

Selected references from the literature are presented in this chapter to review the history of guidance in adult education, the needs which authorities have stated made guidance of adults necessary in an increasingly complex world, and summaries of related studies which have been conducted.

#### I. HISTORICAL BACKGROUND OF ADULT GUIDANCE

The value of guidance in the United States was first demonstrated by charitable and philanthropic agencies. Educational authorities ventured into the field only after the way had been prepared by private establishments.<sup>1</sup>

In 1907, Frank Parsons initiated the Vocational Guidance Movement, and it was from this movement that all other forms of guidance and personnel work have stemmed. Parsons worked through the Bread Winner's Institute, a philanthropic agency in Boston, and first placed vocational guidance on a scientific and organized basis.<sup>2</sup>

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<sup>1</sup>Oscar J. Kaplan, Encyclopedia of Vocational Guidance, (New York: Philosophical Library), I, 470.

<sup>2</sup>Ibid., 471.



A group of young wage-earners in Boston worked out the first basic principles of vocational guidance in 1908. These principles are still the basic principles of vocational counseling. Counseling was expected to increase the client's chances for personal success as well as to enable him to make a better contribution to society. The development of the first counseling bureau, which included the leaders in industry, education, and the labor movement, also indicated the broad scope of counseling.<sup>1</sup>

The impact of World War I greatly accelerated the vocational guidance movement. The need for better methods of scientific selection and training of personnel for the Armed Forces resulted in the establishment of a psychological section as a part of the Army personnel program. Millions of men were given the Army Alpha and Beta tests as a basis for assigning them to duty.<sup>2</sup>

The depression of the 1930's and the ending of World War II brought about still further expansions of vocational guidance and an increase in government planning and support. Ely summarized some of the programs that developed at this time:

During the depression, the Employment Stabilization Research Institute at the University of Minnesota

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<sup>1</sup>Mary L. Ely, Handbook of Adult Education in the United States (New York: Institute of Adult Education, Teachers College, Columbia University, 1948), 7.

<sup>2</sup>Oscar J. Kaplan, op. cit., 472.

carried on a study of abilities and interests of unemployed workers and also of the nature of occupations and occupational trends. In New York City, the Adjustment Service, sponsored by the American Association for Adult Education and New York's Committee for Unemployment Relief, counseled more than 16,000 adults and reported the results. The National Occupational Conference which was organized with the support of foundations, acted as a clearing house for vocational guidance projects; sponsored publicity; and promoted experiments including the initiation of a bibliographical service known as the Occupational Index. The National Youth Administration utilized vocational counseling and developed services in some communities. The United States Employment Service meanwhile had undertaken a program of research on occupational classifications and occupational standards. In 1938, federal funds made possible the Office of Education on Occupational Information and Guidance Service which carries on a variety of studies related to occupations, counseling practices and programs.<sup>1</sup>

At the end of World War II, counseling was provided for the veterans to assist them in making their vocational plans by the United States Employment Service, the Veterans Administration, and other counseling agencies of all types who were willing to extend their services. Employment interviewers, who had been given training in the methods of vocational counseling, were assigned by the employment Service to aid the veterans and other employable persons in determining their vocational objectives. Counseling services were later established in the headquarters of the Veterans Administration, where cooperation was given to colleges and universities who were fast becoming aware of the need for providing their own counseling facilities and services.<sup>2</sup>

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<sup>1</sup>Ely, op. cit., 9.

<sup>2</sup>Ibid., 9-10.

In the midst of all the guidance being provided for veterans, there were signs of leadership being given by the U. S. Office of Education which was then a part of the Federal Security Agency.<sup>1</sup>

The greatest impetus to adult counseling in the middle 1940's resulted from the provisions of Public Laws 16 (the Vocational Rehabilitation Act) and 346 (the "G. I. Bill") providing educational privileges for World War II veterans, with counseling mandatory for disabled veterans, optional for all others.<sup>2</sup>

Veterans of the Korean period have had similar benefits in education, rehabilitation, and counseling since 1952, including those entering service through January 31, 1955. As a result of these services, Veterans Administration guidance centers were beset with further requests for vocational counseling at large.<sup>3</sup>

In 1958, the National Defense Education Act was passed by the federal government. Title V of this act provided for financial assistance to those guidance personnel who were in need of more educational preparation for their duties. It also provided for financial assistance to schools for the purpose of expanding their guidance services. Although the benefits were not specifically directed toward adult guidance "it should encourage school personnel to give more

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<sup>1</sup>Marion R. Ballin and Iona R. Logie, "The Counseling of Adults--A Growing Community Need," Adult Leadership, VIII (January, 1960), 200.

<sup>2</sup>Ibid., 201.

<sup>3</sup>Ibid., 201.

attention to the problems of individuals from every learning level."<sup>1</sup>

Legislation of the federal government since 1960 has continued to open many doors for the future. The Vocational Education Act of 1963 greatly expanded federal participation in state and local job training programs and paved the way for the fast emerging area vocational-technical schools and area community colleges which have made or are making provisions for organized guidance services for adults. The Economic Opportunity Act of 1964 stipulated funds for adult basic education and initiated new links between school, training and employment in hopes of eliminating ignorance and poverty recognized by congress as being at the heart of unemployment.<sup>2</sup> The Higher Education Act of 1965 provided financial aid to help ensure that institutions of higher learning would devote resources to solving pressing social and economic problems, both urban and rural, in the realms of housing, transportation, health and employment.<sup>3</sup>

The greatest stimulus to the future of adult education came in 1966 with the passage of the Adult Education Act of

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<sup>1</sup>Merle M. Ohlsen, Guidance Services in the Modern School (New York: Harcourt, Brace & World, Inc., 1964), 12.

<sup>2</sup>Lawrence A. Cremin, "Focus on Education," The 1965 World Book Year Book (Chicago: Field Enterprises Educational Corporation, 1965), 38-39.

<sup>3</sup>Lawrence A. Cremin, "Focus on Education," The 1966 World Book Year Book (Chicago: Field Enterprises Educational Corporation, 1966), 42.

1966. On November 3, 1966, the program of Adult Basic Education was transferred from the Office of Economic Opportunity to the Office of Education by the repeal of Title 11B of the Economic Opportunity Act, and the Adult Education Act of 1966 was passed as Title III of the Elementary and Secondary Education Amendments of 1966.<sup>1</sup> The future this legislation holds for the provision of adult guidance services cannot be overlooked.

The long-range significance of the transfer is contained in the fact that Adult Education has become a part of the U. S. Government's main package of education legislation and that in future years Congress will almost automatically consider elementary and secondary education opportunities as extending to adults as well as to children.<sup>2</sup>

## II. NEED FOR GUIDANCE IN ADULT EDUCATION

Education in today's world can no longer be thought of in terms of a high school diploma or a college degree. It has become a continuing and lifelong process as indicated by the following quotation:

. . . adults must continue to learn; learning, like breathing is a requirement of living. The assumption that learning is a lifelong process is based on a new fact of life: the accelerating pace of social change. For the first time in the history of civilization, the time span of drastic cultural change has been telescoped into less than the lifetime of the individual.

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<sup>1</sup>Iowa State Department of Public Instruction. DPI Newsletter. (Des Moines, Iowa: Iowa State Department of Public Instruction, 1966), 2.

<sup>2</sup>Ibid., 2.

The current generation of mature adults now represents the first generation faced with managing a culture different in kind than the one originally transmitted to them. The consequence of this new fact is such that the well<sup>1</sup>educated youth of today is an obsolete man tomorrow.

The necessity for guidance to accompany lifelong education is fast becoming apparent. In the past, adult education guidance programs have been lacking or virtually nonexistent. Recognizing the mission of guidance in this area, Wrenn has said:

The need for counseling with regard to continuation-education will be very accute. Not only will high school and college counselors need to prepare students for the desirability of such continuing education after their formal "schooling" is completed but many counselors will be needed in the adult education program itself. It is possible that by 1980 counselors for adult education will be in as great demand as were high school counselors in 1960.<sup>2</sup>

Concurring with Wrenn are Klein and Moffitt who said that:

Every man or woman who, in response to some urge for self-improvement, seeks the services that an adult-education program has to offer, is entitled to personal attention sufficient to fit the educational services of that institution to his individual needs.<sup>3</sup>

The general educational level of the American involved in adult education is higher than it was a generation ago or,

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<sup>1</sup>The Commission of the Professors of Adult Education, Adult Education: A New Imperative For Our Times (Adult Education Association of the U.S.A., 1961), 5.

<sup>2</sup>C. Gilbert Wrenn, The Counselor in a Changing World (Washington: American Personnel and Guidance Association, 1962), 88.

<sup>3</sup>Paul E. Klein, and Ruth E. Moffitt, Counseling Techniques in Adult Education (New York: McGraw-Hill Book Company, Inc., 1946), 1.

for that matter, even a decade ago. Reflected in this increased educational experience of the adult is his desire to continue his education in those areas which enable him to take part in the "better" life. The guidance function thus lies in assisting the adult in discovering his needs. Van Sant wrote:

In a very true sense, adults can waste time, energy, resources, and even a desire for self-improvement by a poor selection of courses. The individual with his full range of developed and undeveloped abilities, the individual with his past experiences, the individual with his plans and hopes and fears, the individual with his interrelationships with other people, with institutions, with business and industry of the community, and always the relationship with others and with other forces, has to be kept in focus if education is to be used as a tool for his improvement or through him for the best interests of a democratic country. Under such circumstances counseling becomes an indispensable service if adult education is to make its best contribution to our society.<sup>1</sup>

Forces increasing the need for adult guidance. The individual is constantly being made aware of his educational needs due to social, economic, and political forces. Modern cultural influence impels evermore out-of-school youth and adults to seek organized educational resources to assist them in their areas of weakness. Often this return to "school" becomes a blind faith in the minds of many people. Education, when equated with success, can contain the seeds

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<sup>1</sup>John H. Thatcher (ed.), Public School Adult Education (Washington, D. C.: National Association of Public School Adult Educators, 1956), 115.

of disillusionment which spell disaster for the educational plans of many. This blind faith, together with the hesitation on the part of many Americans to ask for help, causes the job of counseling to become difficult, but nonetheless important and required.<sup>1</sup>

The nature of the problem which the individual brings with him in his search for educational guidance many vary according to his needs. Among the problems will be those of the adult-wage earner who is under constant pressure to keep up with modern trends in business and industry. Smith and Eckerson stated:

For most workers in the future, experiences and skills will have to be identified, and occupations that utilize these qualifications will have to be matched with workers several times during the life of each one. Appropriate educational opportunities must be explored in anticipation of the disappearance of some jobs and the emergence of others. Thus, continuing guidance made available to adults will serve to lessen economic and psychological distress caused by occupational obsolescence.<sup>2</sup>

The changing status of women in society is twofold. First, due to mechanization within the home, women with no career plans are free to pursue self-development through further educational activities. Secondly, women are returning to the labor force in increasing numbers. As they do,

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<sup>1</sup>Ibid., 117.

<sup>2</sup>Hyrum M. Smith and Louise Omwake Eckerson. "An Open-End Approach to Guidance," School Executives' Guide (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1964), 550.



however, they are also returning to school to obtain additional education to further their potential ability. For women already in the working force, business and industry require that their skills be more efficient and current. The Report of the President's Commission on the Status of Women in 1963, as summarized by Smith and Eckerson, states that:

Public and private--non-profit employment counseling organizations should be adequately staffed to provide comprehensive and imaginative counseling to - - - women engaged in higher and continuing education; women workers either entering the labor market, displaced from their jobs by economic changes, staying in on a part-time basis, or reentering; women wishing to make constructive use of their leisure, whether outside working hours, at times of lessened home responsibilities, or after retirement.<sup>1</sup>

Another facet of adult guidance is its relationship to increased leisure time. Any study of the American workweek would indicate that the number of hours spent on the job has declined as productivity has increased. Experts indicate that it is indeed a possibility that the workweek of the future will consist of only thirty hours. The obvious conclusion is that there is a need for constructive or creative activity to replace the time formerly spent on the job. Gnagey says:

Without intellectual pursuits for this leisure time, man will become more restless and vicious - - - Adult education must help man to utilize the leisure time of both the employed and the retired with interests

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<sup>1</sup>President's Commission on the Status of Women, 1963, American Women (Washington, D. C.: U. S. Government Printing Office, 1963), 13-15. As cited by Smith and Eckerson, op. cit., 551.

that prevent life from becoming a stale, unweeded garden, interests involving intellectual and aesthetic faculties that dull without constant sharpening.<sup>1</sup>

The need for adult guidance services among the constantly increasing number of older people has also become self-evident. The Department of Labor predicts "that by 1970 more than 33 million workers will be 45 and over, 5.5 million more than in 1960."<sup>2</sup> Extensive experience no longer becomes a marketable qualification as many workers are being faced with forced retirement at an earlier age as young people, equipped with the latest knowledge and skills, are knocking at the doors of business and industry. Retirement often curtails interest and the feeling of usefulness in life; herein, however, lies a wasteland of skills and knowledge. Through guidance and counseling, these older citizens should be assisted in developing their skills and talents so that they can maintain a lively interest in living by contributing to the needs of society.<sup>3</sup>

In addition, an obviously important area for adult guidance and counseling are the students who dropped out of

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<sup>1</sup>Theodore P. Gnagey, "Adult Education for a Better Quality of Life," Adult Leadership, XII (June, 1963), 48.

<sup>2</sup>Leonard M. Miller, "Guidance for Older People, A Public School Service; Survey," School Life, XLIII (May, 1961), 9.

<sup>3</sup>Smith and Eckerson, op. cit., 550.

school before completing their formal education and are now turning to adult programs to improve their social and economic position.

Sheats, Jayne and Spence have done considerable work in the area of adult education, and their widely accepted views summarize the opinion of the writer of this report.

Adult education has the task of achieving the full power of individual capacities. Regardless of what their ratings may be on separate ability scales, we believe it is possible to make each person a member of one or more groups in a way that the world becomes richer for his part. In the warmth of such an educational setting, each individual flowers to the fullness of his abilities and becomes in truth a personality. Adult education can help each individual to discover the peculiar abilities he may have, to be sensitive to the needs and abilities of others and to learn how mutually to fit all of these into a working pattern.<sup>1</sup>

### III. RELATED STUDIES

A review of the literature revealed a relatively limited number of studies in the area of adult guidance. The most recent studies are summarized in this section.

#### Studies of the United States Office of Education.

The United States Office of Education included questions concerning public school adult guidance services in the Bureau of Census' Current Population Survey for October, 1957.

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<sup>1</sup>Paul H. Sheats, Clarence D. Jayne and Ralph B. Spence, Adult Education (New York: The Dryden Press, 1937), 500.

This information was published in 1961. The survey was administered to 4,480 school systems with student enrollments of one-hundred fifty or more. The results showed that two-hundred and fifty school systems provided regular guidance and counseling services for adults. Of the ninety-three systems with student enrollments of 25,000 or more in day school, thirty-four or 36.6 per cent provided regular guidance and counseling services for adults.<sup>1</sup>

The United States Office of Education compiled another report for the school year 1956-57 based on the adult education services of the state departments of education. Eleven of the forty-eight states surveyed indicated that there was state aid available for adult counseling, testing and guidance services. At the time of this study, Arkansas provided service largely for veterans, and Nebraska gave primary consideration to immigrant counseling, testing and guidance in citizenship and naturalization procedures. Maine provided a fifty per cent subsidy for the salaries paid to certified counselors working in approved adult education programs. The State Director provided the counseling, guidance, and resource personnel in Delaware, while in Florida and California, local officials were able to qualify for aid from the state on the

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<sup>1</sup>Marthine V. Woodward, Statistics of Public School Adult Education, 1958-59, Office of Education, United States Department of Health, Education and Welfare, Circular 600 (Washington: Government Printing Office, 1962), 23.

basis of providing guidance services for adults. New York State indicated that they provided special counseling services to post high-school youth.<sup>1</sup>

Leonard M. Miller, a specialist in counseling techniques for the United States Office of Education, conducted a study in 1960 of 4,863 operating school districts that had enrollments of 1,200 pupils or more. The purpose of this study was to determine what services were provided in adult guidance programs for people aged forty-five and older who were approaching retirement. The respondents were to indicate whether or not they provided such a planned program for older people, and if so, whether or not these services were provided in cooperation with junior colleges, churches, welfare agencies or other community agencies. Replies at the end of February, 1961, indicated that eighty districts in eighteen states were conducting planned programs, twelve districts were providing limited services through evening school in adult education or junior colleges, and four were planning such services. In addition, twenty districts reported that they were interested in organizing a program for older persons. Approximately half of the eighty districts conducting

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<sup>1</sup>John B. Holden, Adult Education Services of State Departments of Education, Office of Education, United States Department of Health, Education, and Welfare, Pamphlet 31 (Washington, D. C.: Government Printing Office, 1959), passim, but particularly Table I, p. 10. As cited by James Stanly Presgraves, "A Survey of Public School Adult Guidance Services in Fifty Cities" (unpublished Master's thesis, Richmond University, Richmond, Virginia, 1964), 7-8.

full programs were in the states of California and New York--twenty-seven in California and fourteen in New York.<sup>1</sup>

Portland Extension Center Study. In 1960, the Portland Extension Center, in cooperation with member institutions of the Oregon State System of Higher Education and related institutions in the Portland community, conducted a national survey as a preliminary step in establishing a counseling center for the five thousand adult students who enrolled each term in the Portland Extension Center evening and summer session programs.

The fifty-three individuals and agencies included in the final survey all had experience in the area of adult counseling. The agencies were selected from an approved list published by the Committee on Professional Practices of the American Personnel and Guidance Association. Also included were selected administrative officers in adult education programs. Veteran, college and university counseling agencies were excluded.

The results of this survey indicated that (1) most extension evening programs do not operate counseling centers, (2) the most complete counseling services were offered by those adult programs which featured vocational and academic

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<sup>1</sup>Miller, op. cit., 9.

secondary (high) school work, and (3) a number of privately operated counseling centers have been established.<sup>1</sup>

James S. Presgraves Study. One of the most recent studies in adult guidance was completed by James S. Presgraves of Richmond University. A questionnaire was sent to fifty cities ranging in corporate population from 162,000 to 476,000 to determine if guidance services were provided in the public school adult education programs and if so, what the nature of these services were. Of the thirty-five schools which replied to the questionnaire, fifteen stated public adult guidance services were available. Of the remaining twenty, five had no public school adult education programs, leaving fifteen with an adult program but no guidance services.<sup>2</sup> Twenty-five per cent of those schools without guidance services at the time of the survey indicated they were planning on introducing such services in the future, and twelve and one-half per cent stated their plans for guidance programs would be ready for adoption within the year.<sup>3</sup>

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<sup>1</sup>James Coughlan and Daniel W. Fullmer, "Developing a Counseling Center for Adults," Adult Education, X (Winter, 1960), 80.

<sup>2</sup>James Stanley Presgraves, "A Survey of Public School Adult Guidance Services in Fifty Cities" (unpublished Master's thesis, Richmond University, Richmond, Virginia, 1964), 31.

<sup>3</sup>Ibid., 59.

## CHAPTER III

### ANALYSIS OF ADULT GUIDANCE SERVICES OFFERED BY RESPONDING IOWA EDUCATIONAL INSTITUTIONS

It was the purpose of this study to conduct a descriptive survey to determine the current status of adult guidance services in the universities, colleges, area community colleges, area vocational-technical schools, and a selected number of adult evening high schools in the state of Iowa. The results which were obtained from this study are presented in this chapter.

#### I. RESPONSES

Responses were received from sixty-eight educational institutions, a return of 89.7 per cent of the seventy-eight survey check lists which were mailed to selected educational institutions in the state of Iowa. Responses were received from three of the regent institutions for a return of 100 per cent. Private four-year colleges were represented by twenty-two respondents, or a return of 84.6 per cent; public adult high schools by twenty-four respondents, or a return of 96 per cent; area community colleges and area vocational-technical schools by twelve respondents, or a return of 85.7 per cent; public junior colleges by four, or 66.7 per cent, of the six schools surveyed who at the time of this study



were not organized into merged area schools; and private junior colleges by three respondents, or a return of 75 per cent.

## II. INSTITUTIONS REPORTING NO ADULT GUIDANCE SERVICES

Of the sixty-eight schools responding to the survey check list, tabulation showed fifty-three as not having organized adult guidance services. Of these fifty-three schools, twenty-six reported that while they had no organized adult guidance program, they did provide some guidance to adults. The remaining twenty-seven institutions had no measurable guidance services for adults.

The adult enrollment of the fifty-three schools not having an organized adult guidance program, according to the number of responses received from each institutional classification, was as follows:

	<u>Regent</u>	<u>Private</u> <u>Four-Yr. Colleges</u>	<u>Adult</u> <u>High Schools</u>	<u>Area</u> <u>Schools</u>	<u>Pub. Jr.</u> <u>Colleges</u>	<u>Pvt. Jr.</u> <u>Colleges</u>	<u>Total</u>
0-250	0	7	4	5	2	1	19
251-500	0	2	1	0	1	0	4
501-1000	0	1	2	0	0	0	3
1001-5000	2	0	5	2	0		
No Response	0	8	5	4	1	0	18

A definitive look at the twenty-seven schools reporting no adult guidance services indicated that the two larger regent

institutions had no special guidance services for adults other than those offered for the daytime students which are also available to part-time adult students upon request; that twelve of the private four-year colleges did not have a continuing education program; that of the seven adult high schools, one had no adult education program, two used the facilities of adjacent cities, three had merged into the programs of area schools, and one was limited to subjects of an avocational nature and showed no need for a guidance program; that four of the merged area schools had no basis upon which to report services at this time due to the fact that they were in their formative states; and that one private junior college and one public junior college had no guidance services for adults.

### III. INSTITUTIONS REPORTING PARTIAL PROGRAMS OF ADULT GUIDANCE SERVICES

As stated in the previous section, twenty-six institutions revealed the presence of a partial program of adult guidance services, or a total of 38.4 per cent of the sixty-eight schools responding to the survey check list. Private four-year colleges were represented by six, or 23.1 per cent, of the twenty-six respondents who indicated that they had partial adult guidance services, adult high schools by ten or 38.5 per cent, area schools by six or 23.1 per cent,

public junior colleges by three or 11.5 per cent, and private junior colleges by one or 3.8 per cent.

Administration. The respondents of these twenty-six schools were asked to indicate the title of the person who was primarily responsible for the administration of guidance services. These titles, according to the number of times reported in each institutional classification, were as follows:

<u>Title</u>	<u>Private Four-Yr. Colleges</u>	<u>Adult High Schools</u>	<u>Area Schools</u>	<u>Pub. Jr. Colleges</u>	<u>Pvt. Jr. Colleges</u>	<u>Total</u>
Director of Adult Education	2	6	0	0	0	8
Director of Student Personnel	2	0	4	0	0	6
College Dean	1	1	0	0	1	3
Director of Evening Division	0	0	0	1	0	1
Director of Guidance	1	0	0	0	0	1

To the question, "What percentage of the administrator's time is devoted to the administration of the adult guidance program?", eighteen of twenty respondents indicated that they devoted 25 per cent or less of their time to administering the program. In two schools, more than 50 per cent of the respondent's time was spent in the administration of the adult guidance services.

The hours during which guidance services were available to adults were reported by nine of twenty respondents as being from 8 a.m. to 5 p.m.; by six schools as being from 5 p.m. to 10 p.m.; and by two schools as being from 8 a.m. to 10 p.m.

Two responding schools indicated that adult guidance services were available by appointment, and one stated that services were available on Saturday morning as well as from 8 a.m. to 5 p.m. on other days of the week.

With respect to the means by which adult guidance services were financed, the survey check list revealed that of the responses received, financing the program followed a logical pattern. That is, private four-year schools were supported exclusively by fees, adult high schools by fees and local funds, and merged area schools by local and state funds. Reported information from public and private junior colleges was insignificant due to the small number of responses.

Press and radio constituted the primary methods by which guidance services were brought to the attention of the public in those schools with partial programs of adult guidance services. The replies of the respondents, according to the number of times reported in each institutional classification, were as follows:

	<u>Private Four-Yr. Colleges</u>	<u>Adult High Schools</u>	<u>Area Schools</u>	<u>Pub. Jr. Colleges</u>	<u>Pvt. Jr. Colleges</u>	<u>Total</u>
Press and Radio	3	3	2	0	1	9
Brochures	0	2	4	0	1	7
Public Referral	0	1	3	0	0	4
Teacher Referral	1	1	2	0	0	4
Others	3	1	0	0	0	4
Class Announcements	0	0	2	0	1	3

The environment in which the guidance function is performed is directly related to the success of a program. The check list asked the respondent to evaluate the physical facilities available with regard to the extent to which they contributed to the effectiveness of the program. Replies from twenty of the twenty-six respondents, according to the number of times reported in each institutional classification, were as follows:

	<u>Greatly</u>	<u>To some extent</u>	<u>Very little</u>	<u>Not at all</u>
Private Four-Year Colleges	1	3	2	0
Adult High Schools	2	4	2	0
Area Schools	0	0	4	1
Public Junior Colleges	0	0	0	0
Private Junior Colleges	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>
Total	3	8	8	1

In those schools with partial programs of adult guidance services, little use had been made of the faculty committee to assist in the development of the guidance services. Only two schools reported the existence of such a committee. One adult high school indicated that this committee did have some value, while one private four-year college related the committee had been of little help in the development of the guidance services.

The majority of replies indicated that the assistance of a secretary-clerk was available to facilitate guidance services. This response was given by fifteen of twenty-four respondents. All types of clerical assistance provided, according to the number of times reported in each institutional classification, were as follows:

	<u>Secretary-Clerk</u>	<u>Teacher Assistance</u>	<u>Student Help</u>	<u>None</u>
Private Four-Year Colleges	5	0	2	0
Adult High Schools	6	1	2	1
Area Schools	4	0	1	1
Public Junior Colleges	0	0	0	0
Private Junior Colleges	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>
Total	15	1	5	3

Student appraisal services. To the question, "Do you maintain a cumulative individual inventory record for each student?", thirteen of twenty-three respondents replied in the affirmative. No replies were received from public junior colleges or private junior colleges. Of the thirteen who maintained cumulative records, nine indicated that pertinent information was kept for all adults, while four said that records were maintained only for degree or diploma students. The responses, according to the number of times reported in each institutional classification, were as follows:

	<u>Private Four-Yr. Colleges</u>	<u>Area Schools</u>	<u>Adult High Schools</u>	<u>Total</u>
Pertinent information is kept for all adults	5	2	2	9
Records are maintained only for degree/diploma students	1	2	1	4

The types of information entered in the cumulative records varied, with grades listed as being present in the records of twelve of thirteen responding institutions. Nine of the respondents entered achievement test results, and seven entered autobiographical information. Table I presents the number of institutions in each institutional category who record the various types of information in their cumulative records.

With regard to the specific use of tests, only three of thirteen respondents indicated that they had a comprehensive program of testing complete with administration, interpretation and referral. These included one four-year college, one adult high school and one area school. Three private four-year colleges, three adult high schools, and three area schools, or 69 per cent of the thirteen respondents, replied that their testing program at best was an incomplete one based on student request for data. One area school stated that tests were administered, however, little interpretation and referral was made.

TABLE I

TYPES OF INFORMATION ENTERED IN CUMULATIVE RECORDS OF ADULT STUDENTS IN THIRTEEN IOWA EDUCATIONAL INSTITUTIONS REPORTING PARTIAL PROGRAMS OF ADULT GUIDANCE SERVICES

<u>Institutional Classification*</u>				
	Private Four-Yr. Colleges	Adult High Schools	Area Schools	Total
	Number Responding			
	6	4	3	13
Type of Information	Number of Times Reported			
Grades	5	5	2	12
Achievement tests	4	4	1	9
Autobiographical Information	3	3	1	7
Scholastic aptitude tests	3	1	2	6
Employment records	1	2	2	5
Interest tests	1	1	2	4
Rating scales	0	1	1	2
Anecdotal records	0	0	1	1
Case histories	0	1	0	1
Health records	0	0	1	1
Participation in com- munity activities	1	0	0	1
Personality tests	0	0	1	1
Industry forms	0	1	0	1
Projected course of study	0	1	0	1

\*No responses were received from public or private junior colleges.



Counseling services. There were no full-time counselors employed by those schools with partial programs of adult guidance. Six institutions, however, did report a total of twelve part-time counselors. The breakdown of those reporting part-time counselors, excluding adult high schools and public junior colleges who reported none, was as follows:

	<u>Private</u> <u>Four-Yr.</u> <u>Colleges</u>	<u>Area</u> <u>Schools</u>	<u>Pvt. Jr.</u> <u>Colleges</u>	<u>Total</u> <u>Part-time</u> <u>Counselors</u>
One part-time counselor	1	0	1	2
Two part-time counselors	1	2	0	6
Three part-time counselors	0	0	0	0
Four part-time counselors	0	1	0	4

All but four of the twelve part-time counselors met the state department's requirements for counselor approval. The eight who were approved were all employed by the merged area schools.

Eight of the part-time counselors were employed in day educational programs as counselors, and one was employed as a teacher. No comment was made by the respondents with regard to participation in other programs by the remaining three part-time counselors.

The survey revealed that a substantial part of the counseling function was being performed by personnel other than approved guidance counselors in those schools with partial programs of adult guidance. Various adult staff

members were listed as being available both regularly and occasionally for conferences, with the instructional staff representing the principal source being utilized. Table II shows adult personnel regularly available for conferences with adult students, and Table III shows adult personnel occasionally available for conferences with adult students.

Student request was reported by eighteen of twenty respondents as being the primary motivating factor for student-counselor contacts. All factors reported by the respondents, according to the number of times reported in each institutional classification, were as follows:

	<u>Private</u> <u>Four-Yr.</u> <u>Colleges</u>	<u>Adult</u> <u>High</u> <u>Schools</u>	<u>Area</u> <u>Schools</u>	<u>Pub. Jr.</u> <u>Colleges</u>	<u>Pvt. Jr.</u> <u>Colleges</u>	<u>Total</u>
Student request	6	7	3	1	1	18
Faculty referral	1	1	3	0	0	5
Counselor request	0	1	1	0	0	2
Employer request	0	1	1	0	0	2

Of the twenty-six responding institutions, twenty, or 76.9 per cent, indicated student orientation procedures were used. Table IV shows the methods most frequently used were the handbook, printed bulletins, and catalogues. Other methods employed, in descending order of frequency mentioned, were planned visits by future students to facilities, opening convocations, and social hours. One school reported the publication of a school newspaper entitled "The Nite Owl", and one school reported the use of personal contact.

TABLE II

S OF ADULT STAFF REGULARLY AVAILABLE FOR COUNSELING IN FIFTEEN  
IOWA EDUCATIONAL INSTITUTIONS REPORTING PARTIAL  
PROGRAMS OF ADULT GUIDANCE SERVICES, 1967

Staff Member	Institutional Classification					
	Private		Area		Public Jr. Private Jr.	
	Four-Yr. Colleges	Adult Schools	High Schools	Schools	Colleges	Colleges Total
	5	6		Number 2	Number 1	15
				2	1	1
Instructional Staff	3	5		2	1	11
College Dean	4	0		0	1	6
Adult Director	0	3		0	0	3
President	2	0		0	0	2
Adult Principal	0	2		0	0	2
Director of Evening Division	1	0		0	0	1
School Nurse	1	0		0	0	1

\*Note: Multiple answers were received from most responding institutions.



METHODS EMPLOYED FOR STUDENT ORIENTATION IN TWENTY IOWA  
EDUCATIONAL INSTITUTIONS REPORTING PARTIAL  
PROGRAMS OF ADULT GUIDANCE SERVICES

Methods Used	Institutional Classification						
	Private Four-Yr. Colleges	Adult High Schools	Area Schools	Public Jr. Colleges	Private Jr. Colleges	Total	
	6	7	5	1	1	20	
	Number of Times Reported						
Printed bulletins, catalogues	5	3	4	1	0	13	
Radio	5	1	3	0	1	10	
Planned visits by future students to facilities	1	3	1	0	1	6	
Opening convocations	1	0	2	0	1	4	
Social hours	1	2	0	0	0	3	
Others	0	2*	0	0	0	2	

\*Personal contact  
Newspaper--"The Nite Owl"

A study of the partial adult guidance programs indicates that group guidance is an area of relatively minor importance. Responses were received from eighteen of the twenty-six institutions. Of these eighteen, one stated that group guidance was used at the beginning of the year as well as regularly throughout the year, two stated that group guidance was used regularly throughout the year, two stated that group guidance was used for beginning of the year programs only, and four stated that group guidance was used at irregular intervals only. Nine of the schools made no use of group guidance.

Information services. The check list surveyed the extent to which informational material was available for adult students. Twenty-one, or 80.8 per cent, of the schools with partial programs responded with respect to the availability of educational information, and twenty-two, or 84.6 per cent, responded with respect to the availability of vocational and personal-social information. The amount of educational and vocational information material available was considerably greater than that of personal-social information as shown by the following results which are given according to number and per cent of institutions responding.

<u>Amount Available</u>	<u>Educational</u>		<u>Vocational</u>		<u>Personal-Social</u>	
	<u>No.</u>	<u>Per Cent</u>	<u>No.</u>	<u>Per Cent</u>	<u>No.</u>	<u>Per Cent</u>
Adequate--Up-to-date	8	38	5	23	2	9
Limited--Up-to-date	10	48	12	54	6	27
Some available but not current	1	5	1	5	3	14
Little or none	<u>2</u>	<u>9</u>	<u>4</u>	<u>18</u>	<u>11</u>	<u>50</u>
	21	100	22	100	22	100

Table V shows that brochures were the principal method used for providing information to the adult students, followed by display areas, occupational files, and television, press and radio.

Placement services. To the question, "Are educational and vocational placement services available for adult students?", thirteen educational institutions answered in the affirmative, and nine reported that none were available. No responses were received from the remaining schools. Of these thirteen who stated that placement services were available, five were private four-year colleges, two were adult high schools, four were area schools, and two were public junior colleges. The following were the replies by respondents according to institutional classifications.

	<u>Number Responding</u>	<u>Yes</u>	<u>No</u>
Adult High Schools	8	2	6
Area Schools	6	4	2
Private Four-Year Colleges	6	5	1
Public Junior Colleges	2	2	0
Private Junior Colleges	<u>0</u>	<u>0</u>	<u>0</u>
Total	22	13	9

Of the private four-year colleges who stated they had placement services, four stated they were utilized mainly for full-time occupational placement, and one said they were used mainly for placement to other academic institutions. Of the two responding adult high schools, one said most of their placement was to specialized and technical training institutions, while one did not respond. Two area schools indicated their services were utilized basically for full-time placement, and two said they were used basically for part-time placement as did the two public junior colleges replying. The check list requested that a second choice be made with respect to the area in which most of the placement services were utilized, but few respondents elected to make this choice.

The survey check list indicated that of sixteen schools responding, seven made most of their job placement referrals to state employment agencies, three to local employment agencies and only one to private employment agencies. Of the five



TABLE V

TABLE V  
 MATERIALS AND PROCEDURES USED FOR PROVIDING INFORMATION TO STUDENTS  
 IN PRIMARY ICHHA EDUCATIONAL INSTITUTIONS REPORTING  
 PARTICIPATION IN PROGRAM OF ADULT GUIDANCE SERVICES

	Institutional Classification						Total
	Private Four-Yr. Colleges	Adult High Schools	Area Schools	Public Jr. Colleges	Private Jr. Colleges	Number Responding	
	4	8	4	3	1	20	
Materials and Procedures	Number of Times Reported*						
Brochures	4	6	4	3	1	18	
Display areas	1	3	0	0	0	4	
Occupational file	1	0	1	1	1	4	
Television, radio and press	0	3	0	1	0	4	
Career nights	0	1	2	0	0	3	
Films, slides, other audio visual aids	0	3	0	0	0	3	
Coffee hours	0	0	1	1	0	2	
Formal handbook	0	0	0	0	1	1	
Convocations	0	0	0	0	0	0	

\*Note: Multiple answers were received from most responding institutions.

responding private four-year colleges, four stated they made few referrals as did one area school. Again, the respondents were asked to rank their choices. However, few did so, and in several cases multiple answers were given without ranking, making it impossible to draw any conclusions based on facts other than first choice answers.

Follow-up and research services. The last section of the survey check list included questions pertinent to follow-up and research. To the question, "How long has it been since a survey of job opportunities in your area has been conducted?", responses were received from twenty-two, or 84.6 per cent, of the twenty-six schools having a partial program of adult guidance. Of these twenty-two, ten indicated that no study had ever been made, nine indicated studies had been completed in the last two years, two stated that a survey was made three to five years ago, and one indicated a survey had been made, but the time at which it was conducted was uncertain. The responses, according to the number of times reported in each institutional classification, were as follows:

	<u>1-2 Yr.</u>	<u>3-5 Yr.</u>	<u>5-10 Yr.</u>	<u>None has been made</u>
Private Four-Year Colleges	2	0	0	4
Adult High Schools	2	0	0	3
Area Schools	4	0	0	2
Public Jr. Colleges	1	1	0	1
Private Jr. Colleges	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>
Total	9	2	0	10

Outside agencies such as the Chamber of Commerce performed five, or 45.5 per cent, of the job surveys which were reported. Three of the surveys were made by the administrative staff of the institutions, two by guidance personnel, and one was made through the cooperation of the administrative staff of the school, certified educational employees, and business personnel of the community.

The data obtained from these job surveys were used by six of the eleven respondents to improve the curriculum and thus increase the occupational potential of the adult students. One stated that the data were used to assist in job retraining, while four mentioned that the data were used for both of the forementioned purposes.

Seven of nineteen respondents indicated that follow-up studies were utilized for the development of the guidance program to some extent; six stated that very little use had been made of them; and six said they were not used at all.

To the question, "How effective do you feel your guidance program (services) has been in helping your adult students with their problems and plans?", responses were received from eighteen of the twenty-six schools. Eight of the respondents felt the services were generally effective, while six of the respondents felt it was questionable as to their effectiveness. Four of the respondents replied that they felt their guidance services were generally ineffective in helping the adult students with their problems

and plans. The responses, according to the number of times reported in each institutional classification, were as follows:

	<u>Private Four-Yr. Colleges</u>	<u>Adult High Schools</u>	<u>Area Schools</u>	<u>Pub. Jr. Colleges</u>	<u>Pvt. Jr. Colleges</u>	<u>Total</u>
Very effective	0	0	0	0	0	0
Generally effective	3	3	1	0	1	8
Questionable as to effective- ness	2	2	1	1	0	6
Generally ineffective	1	1	2	0	0	4

Future plans of schools not having organized adult guidance services. Of those schools who reported no organized adult guidance services available at the present time, twelve stated they were considering the introduction of such services, and twenty responded negatively. Seven of the twelve responding institutions considering the introduction of organized adult guidance services also indicated that active steps were being taken to introduce them and that such services would be in existence by the fall of 1967. The responses, according to the number of times reported in each institutional classification, were as follows:

	<u>Considering</u> <u>Introduction</u>		<u>Taking Active</u> <u>Steps For</u> <u>Introduction</u>		<u>Effective Program</u> <u>By Fall, 1967</u>	
	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>
Private Four-Year Colleges	2	9	0	11	0	11
Adult High Schools	3	8	3	8	3	8
Merged Area Schools	6	0	4	2	4	2
Public Jr. Colleges	0	3	0	3	0	3
Private Jr. Colleges	1	0	0	1	0	1
Regent	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total	12	20	7	25	7	25

#### IV. INSTITUTIONS REPORTING ORGANIZED ADULT GUIDANCE SERVICES

Of the sixty-eight institutions who completed the survey check list, the fifty-three educational institutions who did not have an organized program of adult guidance services were considered in the preceding section of this report. The remaining fifteen institutions, or 22.1 per cent of the total sample, stated they did possess organized adult guidance services. It is the responses from these fifteen institutions that will be considered next.

The fifteen educational institutions reporting organized services included four of the private four-year colleges, seven adult high schools, two merged area schools, one regent institution, and one private junior college. Because this study was designed to survey the guidance services currently

available to adults, this section tends to be more extensive as it is a tabloid of the best in adult guidance services offered in the educational institutions in the state of Iowa.

General enrollment statistics. The enrollment statistics of the fifteen institutions show that four of the institutions had an enrollment of less than 250 students, three had an enrollment of from 251 to 500 students, three from 501 to 1000 students and five from 1001 to 5000. As a general rule, adult high schools tended to be larger, with four of the seven in the 1001 to 5000 category. The adult enrollments of the four-year private colleges tended to be smaller, with three of the four institutions having under 500 enrollees. The adult high schools of Des Moines, Davenport and Burlington stated that all the statistical information reported concerned students enrolled for high school completion only.

The survey check list asked each of the respondents to estimate the percentage of their adult student body in each of four chronological age groups. One school answered that it did not have the desired information, while the answers of one institution were not considered because the responses were such that they could not be clearly tabulated. The remaining thirteen schools were relatively well balanced as to the age groups represented in the student body, with

only two showing a disproportionate percentage of any one age group. The percentage of the student body in each age group, according to the number of times reported, was as follows:

<u>Age Groups</u>	0-25	26-50	51-75	76-100
	<u>Per Cent</u>	<u>Per Cent</u>	<u>Per Cent</u>	<u>Per Cent</u>
16-25	7	2	0	1
26-35	2	9	0	0
36-45	4	3	1	0
46-older	9	0	0	0

The male and female composition of the adult student enrollments was evenly balanced in eleven of the twelve responding schools. The remaining school, a private junior college, indicated a heavy proportion of male students. The percentage of the student body classified as male or female, according to the number of times reported, was as follows:

	0-25	26-50	51-75	76-100
	<u>Per Cent</u>	<u>Per Cent</u>	<u>Per Cent</u>	<u>Per Cent</u>
Male	0	6	5	1
Female	1	7	4	0

General information. All of the organized adult guidance programs in the fifteen institutions were established in the last ten years. The number of years these programs have been in existence, according to the number of times reported by each institutional classification, were as follows:

	<u>1 Yr. or less</u>	<u>1-2 Years</u>	<u>2-5 Years</u>	<u>5-10 Years</u>
Regent Institutions	0	0	0	1
Private Four-Year Colleges	0	0	1	3
Adult High Schools	2	1	3	1
Area Schools	1	1	0	0
Private Jr. Colleges	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>
Total	3	3	4	5

Administration. The respondents were asked to state the official title of the person primarily responsible for administering the guidance program. These titles, according to the number of times reported in each institutional classification, were as follows:

	<u>Regent</u>	<u>Private Four-Yr. Colleges</u>	<u>Adult High Schools</u>	<u>Area Schools</u>	<u>Pvt. Jr. Colleges</u>	<u>Total</u>
Director of Guidance	1	0	2	1	0	4
Director of Student Personnel	0	3	0	1	0	4
Director of Adult Education	0	0	3	0	0	3
College Dean and Director of Student Personnel	0	0	0	0	1	1
Visiting Counselor Department	0	0	1	0	0	1
Counselor	0	0	1	0	0	1
Registrar	0	1	0	0	0	1

In response to the question, "What percentage of the administrator's time is devoted to the administration of the adult guidance program?", ten of the respondents said they



spent 25 per cent or less of their time on this function; two spent 26 to 50 per cent of their time on it, while two others said they spent 76 to 100 per cent of their time on this activity. One institution did not respond.

Thirteen of fifteen institutions stated the adult guidance services were available during hours when they could be fully utilized by the adult students. The responses from the private four-year colleges indicated that adult guidance services were available mainly from 8 a.m. to 5 p.m. with two of these same schools stating that services were also available by appointment. Multiple answers were received from three of the seven adult high schools who stated that their services were available by appointment as well as during specified hours. All responses, according to the number of times reported by each institutional classification, were as follows:

	<u>Regent</u>	<u>Private Four-Yr. Colleges</u>	<u>Adult High Schools</u>	<u>Area Schools</u>	<u>Pvt. Jr. Colleges</u>	<u>Total</u>
8 a.m.-5p.m.	0	4	2	0	0	6
By appointment	0	2	3	0	0	5
8 a.m.-10 p.m.	1	0	3	0	0	4
5 p.m.-10 p.m.	0	0	1	1	1	3
6:30 p.m.-9:30 p.m.	0	0	1	0	0	1
7:30 p.m.-9:30 p.m.- Tues. and Thurs.	0	0	1	0	0	1

The primary methods used to finance adult guidance programs were as follows: (1) regent institutions by state funds,

(2) private junior colleges by fees, (3) merged area schools by a combination of local, state and federal funds, (4) private four-year colleges by local and federal funds, fees and grants, and (5) adult high schools by local and state funds along with fees.

Many different methods were employed in bringing the adult guidance services to the attention of the public. An encouraging aspect of those schools with organized adult guidance services was the increased mention of teacher referral. The replies of the respondents with respect to all methods used, according to the number of times reported by each institutional classification, were as follows:

	<u>Regent</u>	<u>Private Four-Yr. Colleges</u>	<u>Adult High Schools</u>	<u>Area Schools</u>	<u>Pvt. Jr. Colleges</u>	<u>Total</u>
Teacher Referral	0	3	4	1	1	9
Brochures	0	2	5	1	0	8
Press and Radio	1	2	3	2	0	8
Public Referral	0	2	3	2	1	8
Class Announcements	1	2	1	1	0	5
Industrial Referral	0	0	0	1	0	1

The respondents were asked to evaluate the extent to which the facilities of their institutions contributed to the effectiveness of the counseling services. Three, or 20 per cent, of the respondents replied that the facilities enhanced the guidance program; nine, or 60 per cent, of the respondents gave their facilities a qualified approval; while the remaining

three, or 20 per cent, felt their program was aided very little or not at all by the facilities. All responses, according to the number of times reported in each institutional classification, were as follows:

	<u>Greatly</u>	<u>To some extent</u>	<u>Very little</u>	<u>Not at all</u>
Regent	0	1	0	0
Private Four-Year Colleges	0	3	1	0
Adult High Schools	2	4	0	0
Area Schools	1	0	1	0
Private Jr. Colleges	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>
Total	3	9	2	1

The use of the faculty committee for the development of the adult guidance program was reported by five of the fifteen institutions. The following were the replies of all respondents in each institutional classification:

	<u>Number Reporting</u>	<u>Yes</u>	<u>No</u>
Adult High Schools	7	2	5
Private Four-Year Colleges	4	2	2
Area Schools	2	0	2
Private Junior Colleges	1	1	0
Regent Institution	<u>1</u>	<u>0</u>	<u>1</u>
Total	15	5	10

The usefulness of the faculty committee for the development of the guidance program was found by two respondents,

one representing a four-year private college and the other an adult high school, to be very effective, while the remaining three schools who reported such a committee stated it had been of some help in developing their programs.

The provision of clerical assistance for the counselors was indicated by fourteen of the fifteen institutions with the secretary-clerk being the chief source of help. All responses, according to the number of times reported in each institutional classification, were as follows:

	<u>Regent</u>	<u>Private Four-Yr. Colleges</u>	<u>Adult High Schools</u>	<u>Area Schools</u>	<u>Pvt. Jr. Colleges</u>	<u>Total</u>
Secretary-Clerk	1	4	3	1	1	10
Secretary-Clerk and Student Help	0	0	1	1	0	2
Student Help	0	0	1	0	0	1
Secretary-Clerk and Teacher Assist- ance	0	0	1	0	0	1
None	0	0	1	0	0	1

Student appraisal services. Cumulative individual inventory records were maintained by thirteen of the fifteen educational institutions. The following were the replies from each of the institutional classifications:

	<u>Number Reporting</u>	<u>Yes</u>	<u>No</u>
Adult High Schools	7	6	1
Private Four-Year Colleges	4	4	0
Area Schools	2	2	0
Private Junior Colleges	1	1	0
Regent Institution	<u>1</u>	<u>0</u>	<u>1</u>
	15	13	2

Of the thirteen schools who maintained cumulative records, seven stated that pertinent information was kept for all adults, four stated that records were maintained only for degree and diploma students, and one school indicated that records were maintained for students subsidized by employers as well as pertinent information being kept for all adults. One school did not respond. The responses, according to the number of times reported in each institutional classification, were as follows:

	<u>Regent</u>	<u>Private Four-Yr. Colleges</u>	<u>Adult High Schools</u>	<u>Area Schools</u>	<u>Pvt. Jr. Colleges</u>	<u>Total</u>
Pertinent information kept for all adults	0	1	5	0	1	7
Records for degree/diploma students only	0	3	0	1	0	4
Records for students subsidized by employers/pertinent information kept for all adults	0				0	1

The types of information entered in the cumulative records varied, but grades were listed as being present in the records of all thirteen responding institutions. Eleven, or 84.6 per cent, of the respondents entered achievement test results; ten, or 76.9 per cent, entered autobiographical information; and eight, or 61.5 per cent, made use of anecdotal records. Table VI presents the number of institutions in each institutional category who record the various types of information in their cumulative records.

The testing program of five of the fourteen respondents was reported to be a comprehensive program of testing complete with administration, interpretation and referral. These included one private four-year college, two adult high schools and two merged area schools. One adult high school felt it had an adequate program in which tests were administered but which made little use of interpretation and referral. Eight of the respondents, including three private four-year colleges, three adult high schools, one regent institution and one private junior college, indicated their testing program was incomplete and based primarily on student request for data.

Counseling services. The employment of full-time counselors was reported by five of the fifteen schools with organized adult guidance programs. Of the ten full-time counselors, eight were state approved. Table VII shows the

TABLE VI

YPES OF INFORMATION ENTERED IN CUMULATIVE RECORDS OF ADULT STUDENTS  
IN THIRTEEN IOWA EDUCATIONAL INSTITUTIONS REPORTING  
ORGANIZED ADULT GUIDANCE SERVICES

	Institutional Classification					
	Private		Area		Private Jr.	
	Regent	Adult High	Schools	Schools	Colleges	Total
	Colleges	Colleges	Schools	Schools	Colleges	
	0	4	Number Responding		1	13
			6	2		
Number of Times Reported*						
Careers	0	4	6	2	1	13
Achievement tests	0	4	5	1	1	11
Biographical information	0	3	5	1	1	10
Academic records	0	2	4	2	0	8
Employment records	0	0	3	2	1	6
Health records	0	3	2	0	1	6
Interest tests	0	2	2	2	0	6
Personality tests	0	2	1	1	0	4
Scholastic aptitude tests	0	2	2	0	0	4
Case histories	0	0	2	1	0	3
Participation in community activities	0	2	1	0	0	3
Rating scales	0	1	0	0	0	1
Transcripts	0	0	1	0	0	1

\*Multiple answers were received from all institutions.

distribution of full-time counselors and the number which were state approved according to each institutional classification.

TABLE VII

NUMBER OF FULL-TIME AND STATE APPROVED COUNSELORS IN FIVE OF FIFTEEN IOWA EDUCATIONAL INSTITUTIONS REPORTING ORGANIZED ADULT GUIDANCE SERVICES, 1967

Institutional Classification	Number of Full-Time Counselors						Total Number State Approved
	1	2	3	4	More	TOTAL	
Private Four-Year Colleges	0	1	1	0	0	5	3
Adult High Schools	1	1	0	0	0	3	3
Private Junior Colleges	0	1	0	0	0	2	2*
Merged Area Schools	0	0	0	0	0	0	0
Regent Institution**	0	0	0	0	0	<u>0</u>	<u>0</u>
Total						10	8

\*Respondent's answer was interpreted to mean two part-time and two full-time state approved counselors.

\*\*Responses of Regent Institution were not tallied due to conflicting answers which created doubt as to the validity of the data.

As Table VIII shows, twenty-seven part-time counselors were employed by ten of the fifteen institutions. All but seven of these part-time counselors met the state department's requirements for counselor approval.



Of the ten full-time counselors, eight served as counselors and two served as teachers in day educational programs. Of the total of twenty-seven part-time counselors, fourteen functioned as counselors and ten as teachers in day educational programs.

TABLE VIII

NUMBER OF PART-TIME AND STATE APPROVED COUNSELORS IN TEN OF FIFTEEN IOWA EDUCATIONAL INSTITUTIONS REPORTING ORGANIZED ADULT GUIDANCE SERVICES, 1967

Institutional Classification	Number of Part-Time Counselors					TOTAL	Total Number State Approved
	1	2	3	4	More		
Adult High Schools	2	0	1	1	1	13	10
Merged Area Schools	0	0	0	2	0	8	7
Private Junior Colleges	0	0	0	1	0	4	2*
Private Four-Year Colleges	2	0	0	0	0	2	1
Regent Institu- tion	0	0	0	0	0	<u>0</u>	<u>0</u>
Total						27	20

\*Respondent's answer was interpreted to mean two part-time and two full-time state approved counselors.

The respondents were asked to indicate the approximate counselor-student ratio. The responses, according to the number of times reported in each institutional classification, were as follows:

	<u>Regent</u>	<u>Private Four-Yr. Colleges</u>	<u>Adult High Schools</u>	<u>Area Schools</u>	<u>Pvt. Jr. Colleges</u>	<u>Total</u>
1/100 or less	0	0	1	1	1	3
1/101-300	0	1	4	0	0	5
1/301-500	0	2	0	0	0	2
1/501-1000	1	0	1	1	0	3
Load varies	0	0	1	0	0	1
No response	0	1	0	0	0	1

Over half of the counselors spent 50 per cent or less of their time in individual counseling. The data with regard to the percentage of time spent in individual counseling in all institutional classifications, according to the number of times reported, are as follows:

	<u>0-25 Per Cent</u>	<u>26-50 Per Cent</u>	<u>51-75 Per Cent</u>	<u>76-100 Per Cent</u>	<u>No Response</u>
Regent Institution	1	0	0	0	0
Private Four-Year Colleges	0	3	0	0	1
Adult High Schools	4	1	0	2	0
Merged Area Schools	0	0	2	0	0
Private Jr. Colleges	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total	6	4	2	2	1

Various adult staff members were listed as being available both regularly and occasionally for conferences with individual adult students. The principal personnel utilized for these conferences, other than full-time and part-time counselors, was the instructional staff. Table IX

shows adult personnel regularly available for conferences with adult students, and Table X shows adult personnel occasionally available for conferences with individual students.

Most of the individual adult counseling in the fifteen schools with organized adult guidance programs came about as a result of educational needs. Vocational needs ranked as the second basic reason for counseling, followed by pre-registration and personal-social needs.

Student request was stated as being the main motivating factor for student-counselor contacts by fourteen of the fifteen institutions. All factors resulting in student-counselor contacts, according to the number of times reported by each of the institutional classifications, were as follows:

	<u>Regent</u>	<u>Private</u> <u>Four-Yr. Colleges</u>	<u>Adult</u> <u>High Schools</u>	<u>Area</u> <u>Schools</u>	<u>Pvt. Jr.</u> <u>Colleges</u>	<u>Total</u>
Student request	1	4	6	2	1	14
Faculty referral	0	3	1	1	1	6
Counselor request	0	2	1	1	1	5
Employer request	0	1	1	0	0	2
Other	0	0	1	0	0	1

The methods employed most frequently for student orientation were printed bulletins and catalogues as shown in Table XI. Other methods used, in descending order of frequency mentioned, were handbooks, opening convocations,

TABLE IX

ERS OF ADULT STAFF REGULARLY AVAILABLE FOR COUNSELING IN FOURTEEN OF  
THE FIFTEEN IOWA EDUCATIONAL INSTITUTIONS REPORTING  
ORGANIZED ADULT GUIDANCE SERVICES, 1967

Staff Member	Institutional Classification						
	Private		Adult High Area		Private Jr.		Total
	Regent Colleges	Four-Yr. Colleges	Schools	Schools	Colleges	Colleges	
	1	4	7	1	1	14	
	Number Responding						
	Number of Times Reported*						
Instructional Staff	1	2	3	1	0	0	7
College Dean	1	2	0	0	0	0	3
Adult Principal	0	1	1	0	0	0	2
School Nurse	0	2	0	0	0	0	2
Adult Director	0	0	1	0	0	0	1
Superintendent	0	0	1	0	0	0	1
President	0	0	0	0	0	0	0

\*Multiple responses were received from most responding institutions.

TABLE X

MEMBERS OF ADULT STAFF OCCASIONALLY AVAILABLE FOR COUNSELING IN FOURTEEN OF  
THE FIFTEEN IOWA EDUCATIONAL INSTITUTIONS REPORTING  
ORGANIZED ADULT GUIDANCE SERVICES, 1967

	<u>Institutional Classification</u>					<u>Total</u>
	<u>Regent</u>	<u>Private Four-Yr. Colleges</u>	<u>Adult High Schools</u>	<u>Area Schools</u>	<u>Private Jr. Colleges</u>	
	<u>Number</u>	<u>Responding</u>				
	1	4	7	1	1	14
<u>Staff Available</u>	<u>Number of Times Reported*</u>					
College Dean	0	2	2	0	1	5
Instructional Staff	0	1	3	0	1	5
Adult Principal	0	0	3	1	0	4
President	1	3	0	0	0	4
Adult Director	0	0	1	0	0	1
School Nurse	0	1	0	0	0	1
Superintendent	0	0	0	0	0	0

\*Multiple responses were received from most responding institutions.

planned visits by future students to facilities, and social hours. Assemblies and recruiters were mentioned under the heading of "other."

The replies of respondents indicated that the major portions of the total guidance programs were primarily concerned with educational problems and planning. Ten of the fifteen schools reported less than half of the emphasis as being placed on personal-social problems and planning.

The portion of the program being devoted to educational problems and planning, according to the number of times reported by each institutional classification, was as follows:

	<u>Regent</u>	<u>Private Four-Yr. Colleges</u>	<u>Adult High Schools</u>	<u>Area Schools</u>	<u>Pvt. Jr. Colleges</u>	<u>Total</u>
More than half	1	2	1	0	0	4
About half	0	1	2	2	1	6
Less than half	0	1	4	0	0	5

The portion of the total guidance program being devoted to vocational problems and planning, according to the number of times reported by each institutional classification, was as follows:

	<u>Regent</u>	<u>Private Four-Yr. Colleges</u>	<u>Adult High Schools</u>	<u>Area Schools</u>	<u>Pvt. Jr. Colleges</u>	<u>Total</u>
More than half	0	0	1	0	0	
About half	0	0	2	1	1	4
Less than half	1	4	4	1	0	10

TABLE XI

METHODS EMPLOYED FOR STUDENT ORIENTATION IN FIFTEEN IOWA EDUCATIONAL INSTITUTIONS REPORTING ORGANIZED ADULT GUIDANCE SERVICES

Method Used	Institutional Classification						
	Private		Area		Private Jr.		Total
	Regent	Four-Yr.	Adult	High	Schools	Colleges	
	Colleges	Schools	Schools	Schools	Colleges	Colleges	
	1	4	7	2	1	1	15
	</						

\*Assemblies

\*\*Recruiters

The portion of the total guidance program devoted to personal-social problems and planning, according to the number of times reported by each institutional classification, was as follows:

	<u>Regent</u>	<u>Private</u> <u>Four-Yr.</u> <u>Colleges</u>	<u>Adult</u> <u>High</u> <u>Schools</u>	<u>Area</u> <u>Schools</u>	<u>Pvt. Jr.</u> <u>Colleges</u>	<u>Total</u>
More than half	0	1	0	0	0	1
About half	0	1	0	1	0	2
Less than half	1	2	6	1	1	11
No response	0	0	1	0	0	1

Group guidance services were utilized by eleven of the fifteen responding institutions. Of these eleven, three schools stated that group guidance was used at the beginning of the year as well as regularly throughout the year, one school stated that group guidance was used regularly throughout the year, two schools stated group guidance was used for beginning of the year programs only, and five schools stated group guidance was used only at irregular intervals.

Information services. Educational and vocational information material available for adult students was reported to be greater than that of personal-social material. Of the fifteen respondents, eight felt the educational information material available in their schools was adequate and up-to-date. This compared to five of the respondents who felt their vocational information material was adequate and



up-to-date and four who felt the personal-social information material available in their schools was adequate and up-to-date. The responses from all of the respondents are shown in the following results, which are given according to number and per cent of the replies received.

<u>Amount Available</u>	<u>Educational</u>		<u>Vocational</u>		<u>Personal-Social</u>	
	<u>No.</u>	<u>Per Cent</u>	<u>No.</u>	<u>Per Cent</u>	<u>No.</u>	<u>Per Cent</u>
Adequate--up-to-date	8	53	5	33	4	27
Limited--up-to-date	4	27	7	47	5	33
Some available but not current	0	0	2	13	2	13
Little or none	<u>3</u>	<u>20</u>	<u>1</u>	<u>7</u>	<u>4</u>	<u>27</u>
Total	15	100	15	100	15	100

The methods and procedures used in presenting information to students are indicated in Table XII. Those most frequently used in all institutional classifications, in order of preference, were brochures, display areas, television, radio and press, and coffee hours.

Placement services. Educational and vocational placement services were available for adult students in ten of the fifteen institutions reporting organized adult guidance programs. The following were the replies by the respondents in each institutional classification:

TABLE XII

ATERIAL AND PROCEDURES USED FOR PROVIDING INFORMATION TO ADULT STUDENTS  
IN FIFTEEN IOWA EDUCATIONAL INSTITUTIONS REPORTING  
ORGANIZED ADULT GUIDANCE SERVICES

	Institutional Cla sification							Total
	Private			Area		Private Jr.		
	Regent	Four-Yr.	Adult	High	Schools	Colleges	Colleges	
	1	4	7	2	Number	Responding		
Materials and Procedures	Number of Times Reported*							
Brochures	1	3	7	1	0		12	
Display areas	0	2	3	1	1		7	
Television, radio and press	1	1	4	1	0		7	
Coffee hours	0	1	2	1	1		5	
Occupational file	0	1	2	1	0		4	
Career nights	1	1	1	0	0		3	
Convocations	0	1	0	0	1		2	
Films, slides, other audio visual aids	0	1	0	0	1		2	
Formal handbook	0	1	0	0	0		1	
Others	0	0	1**	0	0		1	

\*Multiple answers were received from most responding institutions.

\*\*Interviews

	<u>Number Responding</u>	<u>Yes</u>	<u>No</u>
Adult High Schools	6	3	3
Private Four-Year Colleges	4	4	0
Merged Area Schools	1	1	0
Private Junior Colleges	1	1	0
Regent Institution	<u>1</u>	<u>1</u>	<u>0</u>
Total	13	10	3

Of the ten schools who stated that educational and vocational placement services were available for adult students, five said most of the services were utilized for part-time occupational placement. Three of the respondents stated the services were utilized chiefly for full-time occupational placement. The services of one institution were used largely for placement to other academic institutions, while another stated the services were utilized basically for the purpose of placing students in specialized and technical training institutions.

Most job placement referrals were made by eight of the fourteen responding institutions in cooperation with state employment agencies with three stating that most referrals were made to local employment agencies. All agencies, including those of state, federal, private and local, were said to be equally used by one school. Of the remaining two schools, one indicated the only job placement referrals made were to the school's placement services, while

another indicated that few referrals were made. The respondents were asked to rank their choices; however, few did so, and in several cases multiple answers were given without rank, making it impossible to draw any conclusions based on facts other than first choice answers.

Follow-up and research services. To the question, "How long has it been since a survey of job opportunities in your area has been conducted?", results indicated that seven of the surveys had been conducted in the last five years. All data pertaining to the period of time since a job survey was made, according to the number of times reported in each institutional classification, were as follows:

	<u>Regent</u>	<u>Private Four-Yr. Colleges</u>	<u>Adult High Schools</u>	<u>Area Schools</u>	<u>Pvt. Jr. Colleges</u>	<u>Total</u>
1-2 years	1	0	3	0	0	4
3-5 years	0	1	1	1	0	3
5-10 years	0	0	0	0	1	1
Longer than ten years	0	0	1	0	0	1
None have been made	0	2	0	1	0	3
No response	0	1	2	0	0	3

From the seven responses received, it was impossible to develop any clear-cut pattern as to who conducted the job surveys. In three of the surveys, the administrative staff of the schools were involved. Guidance personnel completed the study in one institution and assisted in two others. A

job opportunity survey is currently underway in the private junior college, however, the respondent did not specify who was conducting it.

The information received as a result of the job opportunity surveys was used primarily to improve the curriculum and thus increase the occupational potential of adult students. All responses, according to the number of times reported in each institutional classification, were as follows:

	<u>Regent</u>	<u>Private Four-Yr. Colleges</u>	<u>Adult High Schools</u>	<u>Area Schools</u>	<u>Pvt. Jr. Colleges</u>	<u>Total</u>
To improve the curriculum	0	1	2	1	1	5
To assist in job-retraining	0	0	1	0	0	1
Both of the above	1	0	1	0	0	2

Follow-up studies have been utilized by twelve, or 80 per cent, of the fifteen institutions in the development of the adult guidance program. Of the twelve schools, seven used them extensively or to some extent, while five of the respondents said very little use had been made of them. The extent to which follow-up studies were used, according to the number of responses received in each institutional classification, was as follows:

	<u>Regent</u>	<u>Private Four-Yr. Colleges</u>	<u>Adult High Schools</u>	<u>Area Schools</u>	<u>Pvt. Jr. Colleges</u>	<u>Total</u>
Extensively	0	1	1	0	0	2
To some extent	0	1	2	2	0	5
Very little	0	2	3	0	0	5
Not at all	1	0	1	0	1	3

The final question of the survey check list asked the respondents to indicate how effective they felt the guidance program had been in helping the adult students with their problems and plans. The over-all responses seemed to indicate a general confidence in the effectiveness of the program, but the feeling of optimism was far from overwhelming. The responses, according to the number of times reported in each institutional classification, were as follows:

	<u>Regent</u>	<u>Private Four-Yr. Colleges</u>	<u>Adult High Schools</u>	<u>Area Schools</u>	<u>Pvt. Jr. Colleges</u>	<u>Total</u>
Very effective	0	0	2	0	0	2
Generally effective	1	1	3	2	0	7
Questionable as to effectiveness	0	3	2	0	1	6
Generally ineffective	0	0	0	0	0	0

## CHAPTER IV

### SUMMARY AND CONCLUSIONS

This chapter will present a summary of the current status of adult guidance services in educational institutions in the state of Iowa as well as conclusions based on this information.

#### I. PROBLEM AND PROCEDURES

Restatement of the problem. It was the purpose of this study to conduct a descriptive survey to determine the current status of adult guidance services in the universities, colleges, area community colleges, area vocational-technical schools, and a selected number of adult evening high schools in the state of Iowa.

Procedures. A survey check list was designed which determined the current adult guidance practices in each of the five major areas of guidance--student appraisal, counseling, information, placement and follow-up and research. This check list was validated on the expert opinions of Dr. Stuart C. Tiedeman of the Drake University College of Education, Mr. Giles Smith, Director of the Iowa State Department of Guidance, Mr. Jim Athens, State Consultant for Guidance Services in Junior Colleges and State Vocational Schools, and Mr. Clarence H. Thompson, Dean of the University College, Drake University.

In February, 1967, the check list was mailed to the directors of adult and continuing education in seventy-eight educational institutions within the state of Iowa. The sample included the three regent institutions, twenty-six private four-year colleges, twenty-five public adult evening high schools of those cities with over 10,000 population, fourteen area community colleges and area vocational-technical schools, plus six public junior colleges which had not been organized into merged area districts at the time of this study, and four private junior colleges. The names and addresses of these institutions were obtained from the Iowa State Department of Public Instruction publication 1266P-237G.

The sheer number of responses made it expedient that the study be organized into smaller areas so that the data would be more meaningful. First, the data were arranged on the basis of the extensiveness of the program, that is, those having no adult guidance services, and those signifying they had a complete program of organized adult guidance services. Within these three general classifications, the information was further divided according to the six general classifications used to identify the educational institutions surveyed: (1) regent institutions, (2) private four-year colleges, (3) adult high schools, (4) area schools, (5) public junior colleges, and (6) private junior colleges.



## II. SUMMARY

Returns were received from sixty-eight, or 89.7 per cent, of the seventy-eight schools who received survey check lists. An analysis of the data from the sixty-eight responding schools indicated that twenty-seven had no adult guidance services, and twenty-six had partial programs. Twelve of these institutions with partial programs signified that they were considering the introduction of organized programs, but only seven of the twelve were taking active steps to implement such programs. All seven hoped to have organized programs in full operation by the fall of 1967. The remaining fifteen institutions stated that they had fully organized programs of adult guidance services.

In those fifteen schools having organized adult guidance services, the enrollment of the adult high schools tended to be the largest, while the private four-year colleges had smaller adult enrollments. The typical age group served by the institutions with organized services was twenty-six to thirty-six with no statistical difference in male and female enrollment. Historically, most of the services have developed since 1962, with ten of the fifteen programs having been organized within the last five years.

A study of the data revealed that the individual primarily responsible for the administration of the adult

guidance program did not perform this function under any specific title. Of these individuals, eighteen of twenty respondents in those schools with partial programs and ten of those in schools with complete programs stated that less than one-fourth of their time was spent in the administration of the guidance departments.

Counseling services for adults were available only from 8 a.m. to 5 p.m. in ten of those institutions reporting partial guidance programs. The remaining ten institutions offered evening, Saturday, or appointment counseling. Nine of the fifteen schools with organized programs reported having regular night counseling hours and five offered adult counseling on an appointment basis, thus leaving one on an 8 a.m. to 5 p.m. schedule.

The primary methods used to finance adult guidance programs were as follows: (1) regent institutions by state funds, (2) private four-year colleges by local and federal funds, fees and grants, (3) adult high schools by local and state funds and fees, (4) merged area schools by a combination of local, state and federal funds, and (5) private junior colleges by fees.

Press and radio constituted the primary methods by which guidance services were brought to the attention of the public in those schools with partial programs of adult guidance services. In contrast, the organized programs

made a more extensive use of teacher referral, as reported by nine of fifteen schools with organized programs. Press, radio, and brochures were also among the favored methods.

There was little difference in the contribution of the physical facilities of those schools having partial guidance programs and those having organized programs. In comparing the partial programs to the organized programs, 15 per cent of the former indicated the facilities contributed greatly to the effectiveness of the program with 20 per cent of the latter giving the same response, while 5 per cent of the former and 7 per cent of the latter indicated the facilities did not contribute at all to the adult guidance program.

The use of the faculty committee for the development of the guidance program was indicated by two of those reporting partial adult guidance programs and by five of the fifteen schools with organized programs. Of the total of seven such committees, six were found in private four-year colleges and adult high schools. The effectiveness of these committees was felt to be minimal in those schools with partial guidance programs with one of two institutions stating it had been of some help and the other stating it had been of little help, while those schools with organized programs were more optimistic in the appraisal of their

The provision of clerical assistance for counselors was virtually universal with 87.5 per cent of the schools with partial adult guidance programs and 93.3 per cent of the schools with organized guidance programs providing such help. The most common type of clerical assistance was provided by the secretary-clerk.

The use of cumulative records by institutions with organized programs was more extensive than by those schools with only partial adult guidance programs. Cumulative records were kept by 86.7 per cent of those schools with organized programs and by 50 per cent of the schools with partial programs. The cumulative records of those schools with organized services tended to be more complete, with thirteen institutions reporting a total of seventy-five types of information in their records compared to a total of fifty-two types of information in the records of the thirteen respondents with partial adult guidance programs. With one exception, grades were entered in the records by all programs. The second and third most common entries were achievement test results and autobiographical information.

Testing appeared as a somewhat neglected area in all schools. Only three institutions with partial adult guidance programs and five institutions with organized programs had a comprehensive testing program complete with administration, interpretation and referral. Of those schools providing

partial adult guidance services, 69.2 per cent indicated that the testing program was incomplete and based primarily on student request for data, while 57.1 per cent of those schools with organized programs gave the same response.

The survey indicated that there were no full-time counselors employed in those schools with partial programs of adult guidance services. It did reveal, however, the existence of twelve part-time counselors of whom eight were state approved. In addition, nine of the twelve part-time counselors were active in day educational programs either as teachers or counselors. Those institutions with organized programs reported the employment of ten full-time counselors and twenty-seven part-time counselors with twenty-eight of the total of thirty-seven meeting the state department's requirements for counselor approval. Thirty-four of these counselors were also active in day educational programs.

The motivating factor for most student-counselor contacts was student request as indicated by eighteen of twenty respondents in those schools having partial programs. Faculty referral ranked as a distant second, while counselor request was mentioned by only two of the respondents. The motivating factor for most student-counselor contacts in the organized programs was also student request as indicated by fourteen of the fifteen respondents. As in those schools with partial programs, faculty referral was the second most

mentioned response, while counselor request was stated as a motivating factor by five of the fifteen schools. Individual counseling consumed 50 per cent or less of the counselor's available time in 71.4 per cent of those schools with organized guidance services with the approximate ratio of students per guidance counselor ranging from 1 to 300 as stated by eight of the fifteen respondents.

Excluding counselors, the instructional staff provided the principal source of assistance for adult students in both the partial and organized programs. Other personnel provided varying degrees of assistance.

Student orientation was accomplished through the use of bulletins and catalogues by 65 per cent of those schools with partial adult guidance programs and by 100 per cent of those schools with organized programs. The second most used method was the handbook, as indicated by 50 per cent of those schools with partial programs and by 46.7 per cent of those schools with organized programs. Opening convocations and planned visits by future students to facilities were among the more widely used methods.

Data were inconclusive as to the division of time spent on educational, vocational, and personal-social problems and planning in those schools with partial programs. Of the fourteen responding schools with organized programs, however, four indicated their programs were based on dual concepts,

that is, time was evenly spent between two phases of planning. Using this as a reference, ten of the organized programs devoted half of their time to educational problems and planning, five devoted half of their time to vocational problems and planning, while only three devoted half of their time to personal-social problems and planning.

The use of group guidance procedures has not been extensive in either the partial or organized adult guidance programs. Of those schools with partial programs, thirteen of eighteen respondents reported irregular or no use of group guidance with nine of the fifteen schools with organized programs reporting irregular or no use of group guidance.

In an overall look at the extent of the total educational, vocational and personal-social information readily available to adult students, 24.1 per cent of the responses indicated the material available was adequate and up-to-date in the partial guidance programs, while 37.7 per cent of the responses indicated the material available was adequate and up-to-date in the organized programs. In both cases, educational information material was much more readily available than either vocational or personal-social information.

The use of brochures represented the main means of providing information to the adult students as reported by eighteen of twenty respondents of those schools with partial adult guidance programs and by twelve of fifteen respondents of those schools with organized programs.

Placement services were available in thirteen of twenty-two responding schools with partial guidance services and in ten of the thirteen responding schools with organized programs. The major use of the placement services in both partial and organized programs was for full and part-time occupational placement. Job placement referrals were principally made in cooperation with state employment agencies whether the institutions had partial or organized services. Of those schools with partial programs, 43.7 per cent of the job referrals were made with state employment agencies, as were the job referrals of 57.1 per cent of those schools with organized services.

Job surveys had been made in eleven of the twenty-one responding schools reporting partial adult guidance services. Outside agencies or the administrative staffs of the schools conducted nine of these eleven surveys with all of them having been made in the last five years. The major purpose for which these data were used was to improve the curriculum. Of those schools reporting organized guidance services, nine of the fifteen schools had conducted job surveys, with seven of these having been made within the last five years. No pattern developed in regard to the people or organizations completing the survey with diverse answers being given by the six responding institutions. As in those schools with partial programs, the major purpose for which the data were used was to improve the curriculum.



Little use has been made of follow-up studies in the development of adult guidance programs. In those schools with partial programs, twelve of the nineteen respondents stated that very little or no use had been made of them, while in the institutions with organized services, eight signified that very little or no use had been made of them. Two of the schools with organized programs used them extensively.

Of the eighteen responding schools with partial programs, eight felt their guidance services were generally effective, six felt the services were questionable as to effectiveness, and four felt the services were generally ineffective. Of the fifteen respondents with organized adult guidance services, two felt their services were very effective in helping adults with their problems and planning; seven felt the services were generally effective, and six felt the effectiveness of the services was questionable. None of the respondents felt their services were ineffective.

### III. CONCLUSIONS

On the basis of the data presented in this study, the following conclusions were reached:

1. The educational institutions in Iowa are not providing the adult student with adequate guidance services.

2. Most educational institutions in Iowa are not taking active steps to implement organized adult guidance programs at the current time.

3. There is no common title for the person primarily responsible for the administration of the adult guidance services.

4. Counseling services are available during evening hours when the adult student can fully utilize them in those schools with organized services.

5. The contribution of the physical environment to the counseling services was not appreciably different in those schools with partial programs of guidance services than in those with organized services.

6. The faculty committee in the development of the adult guidance program is being utilized by only two schools with partial programs of adult guidance services and by five of the schools with organized services. The effectiveness of these committees was felt to be minimal in those schools with partial programs, while those with organized programs were more optimistic in the appraisal of their value.

7. The secretary-clerk provides clerical assistance for counselors in most adult guidance programs.

8. Those institutions with organized guidance programs were more inclined to maintain cumulative records, with these records being more complete than those of the

schools with partial programs. Grades, achievement test results, and autobiographical information were the most universal types of information found therein.

9. Testing programs have been a neglected area in most institutions, with the majority of testing done on the basis of student request.

10. Twelve part-time counselors were employed by those schools with partial programs of adult guidance services, while those schools with organized services employed ten full-time and twenty-seven part-time counselors. The majority of individuals counseling in the adult programs are also employed in day educational programs as teachers or counselors.

11. Twenty-eight, or 75.6 per cent, of the counselors employed in the organized adult guidance programs and eight, or 66.7 per cent, of those employed in the partial adult guidance programs met the state department's requirements for counselor approval.

12. Individual counseling consumed fifty per cent or less of the counselor's available time in 71.4 per cent of those schools with organized adult guidance services.

13. Student request was the primary motivating factor bringing about student-counselor contacts in both the partial and organized programs.

14. Excluding counselors, the instructional staff was the primary source reported as being available both occasionally and regularly for conferences with adult students.

15. Printed bulletins and catalogues constituted the primary methods used for student orientation.

16. In those schools with organized adult guidance programs, the guidance services were educationally oriented, with somewhat less attention being given to the vocational aspects. Personal-social aspects received considerably less attention.

17. Little use has been made of group guidance in the existing adult guidance programs.

18. Educational, vocational, and personal-social information material was more readily available in those schools with organized programs than in those schools with partial adult guidance programs. Of the three types of informational material, the educational tended to be more adequate than the vocational and much more adequate than the personal-social.

19. Brochures represented the main means used for providing information to adult students.

20. The major use of placement services in both partial and organized adult guidance programs was for full and part-time occupational placement.

21. The majority of job placement referrals were made in cooperation with state employment agencies.

22. Job opportunity surveys which have been conducted in the last five years have been more extensive than those made prior to this time. The major use of data obtained from these job surveys was to improve the curriculum.

23. Little or no use has been made of follow-up studies in the development of adult guidance programs.

24. Over one-half of the respondents had serious doubts as to the effectiveness of their adult guidance services in those institutions with partial programs, while more than half of the institutions with organized programs felt their services were either very effective or generally effective.

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## APPENDIX

APPENDIX A

LETTER OF TRANSMITTAL

Des Moines, Iowa 50310  
February 20, 1967

Director of Adult and Continuing Education  
Educational Institution  
City and State

Dear Sir:

As we all know, the entire field of education is undergoing tremendous changes in practices as well as concepts. The area of guidance and counseling has been no exception.

In spite of the great strides which have been made in guidance, the area of adult guidance is still lacking in reported research on actual procedure and the value of present programs. In order that we can improve our guidance services for adults, we must first ascertain what is currently being done. You are in a position to help us improve the adult guidance program in the future.

I am currently engaged in doing the research for my field project in fulfillment of the requirements for a Master of Science in Education with a major in guidance and counseling at Drake University. The title for my field project is "A Survey of the Current Status of Adult Guidance Services in the Universities, Colleges, Area Community Colleges, Area Vocational Schools, and a Selected Number of Adult Evening High Schools in the State of Iowa." I have consulted with Dr. Tiedeman of Drake University, my advisor for this project, and with the State Department in the completion of the attached check list. This project has met with much enthusiasm, and we would appreciate your cooperation in helping to make it a success by completing the check list and returning it in the enclosed envelope. I would like to have your reply no later than March 3, 1967.

Thank you for your valuable time. Although the check list appears to be lengthy, I have attempted to arrange the material in such a manner as to require the minimum of effort on your part. Your cooperation is appreciated.

Sincerely,

(Mrs.) Shirley A. Blenderman

## APPENDIX B

SURVEY CHECK LIST USED IN THIS STUDY

INSTITUTION \_\_\_\_\_ DATE \_\_\_\_\_  
ADDRESS \_\_\_\_\_ COMPLETED BY \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (Title)  
\_\_\_\_\_  
\_\_\_\_\_

SURVEY CHECK LIST OF ADULT GUIDANCE SERVICES

Please circle the best answer or answers which apply to your institution. If more than one answer applies, mark as many as necessary to answer the question completely. Any additional information which you feel would be beneficial to this study may be entered on the reverse side of this check list. Note that the questions are on the left side of the paper and the answers are on the right side.

For the purpose of this survey ADULT GUIDANCE SERVICES will be defined as organized assistance given to adults, 16 years of age or over, who are attending adult and continuing education programs in the late afternoon and evening hours only, and who do not have access to daytime guidance services offered by the educational institutions.

## SECTION I: ENROLLMENT STATISTICS

1. What is the present enrollment of your adult or continuing education program? (Refer to definition)
  - a. 0-250
  - b. 251-500
  - c. 501-1000
  - d. 1001-5000
  - e. 5001 or more
2. What percentage of your adult enrollment (according to definition) would be classified in the following age groups?
  - a. 16-25
  - b. 26-35
  - c. 36-45
  - d. 46 or older
  - a. 0-25
  - b. 26-50
  - c. 51-75
  - d. 76-100

3. What percentage of your adult students (according to definition) are:

a. Male

b. Female

a. 0-25 b. 26-50  
c. 51-75 d. 76-100  
a. 0-25 b. 26-50  
c. 51-75 d. 76-100

4. What percentage of your adult students (according to definition) are working toward a degree or diploma?

a. College degree

b. High School diploma

a. 0-25 b. 26-50  
c. 51-75 d. 76-100  
a. 0-25 b. 26-50  
c. 51-75 d. 76-100

## SECTION II: GENERAL INFORMATION

1. Do you have organized adult guidance services? (IF ANSWER IS "NO", PLEASE SEE NOTE A\* BELOW)

a. Yes b. No

2. Are they available at hours during which the fully employed adult can utilize them?

a. Yes b. No

3. How long have your organized adult guidance services been in existence?

a. 1 year or less  
b. 1 to 2 years  
c. 2 to 5 years  
d. 5 to 10 years

\*NOTE A: If the answer to question #1 is negative (answer "b"), please answer the following questions.

- a. Are you considering the introduction of adult guidance services?

a. Yes b. No

- b. Are you taking active steps to introduce adult guidance services?

a. Yes b. No

- c. Will effective guidance services be in existence by the fall of 1967?

a. Yes b. No

Any additional comments you may have in regard to the planning of an adult guidance program in your school may be made on the back of this page.

## SECTION III: ADMINISTRATION

1. Who is primarily "directly" responsible for administering the guidance program?
  - a. College Dean
  - b. College President
  - c. Superintendent
  - d. Principal
  - e. Director of Guidance
  - f. Director of Student Personnel
  - g. Other (Who) \_\_\_\_\_
2. What percentage of the time of the individual checked in #1 is devoted to the administration of the adult guidance program?
  - a. 0-25
  - b. 26-50
  - c. 51-75
  - d. 76-100
3. During what hours of the day are adult guidance services available?
  - a. 8 a.m.-5 p.m.
  - b. 12 p.m.-5 p.m.
  - c. 5 p.m.-10 p.m.
  - d. 8 a.m.-10 p.m.
  - e. Other (When) \_\_\_\_\_
4. By which of the following methods is your guidance program primarily financed? (Mark the major contribution by "1", second by "2", etc.)
  - a. Local funds \_\_\_\_\_
  - b. State funds \_\_\_\_\_
  - c. Federal funds \_\_\_\_\_
  - d. Fees \_\_\_\_\_
  - e. Grants \_\_\_\_\_
  - f. Other (What) \_\_\_\_\_
5. What is the primary method by which the guidance services are brought to the attention of the community?
  - a. Referral agencies
  - b. Class announcements
  - c. Press and radio
  - d. Teacher referral
  - e. Brochures
  - f. Other
6. To what extent do the facilities in your institution contribute to the effectiveness of the counseling services? (room, office)
  - a. Greatly
  - b. To some extent
  - c. Very little
  - d. Not at all
7. Do you have a faculty committee responsible for the development of your guidance program?
  - a. Yes
  - b. No
8. If the answer to #7 is "Yes", how useful has it been?
  - a. Very effective
  - b. Has been of some help
  - c. Has been of little or no help



9. What clerical assistance do you provide for counselors?

- a. Secretary-Clerk
- b. Teacher assistance
- c. Student help
- d. None
- e. Other (Who?) \_\_\_\_\_

#### SECTION IV: ADULT GUIDANCE SERVICES

##### A. STUDENT APPRAISAL SERVICES

1. Do you maintain a cumulative individual inventory record for each student?

- a. Yes    b. No

2. If your answer to #1 is "yes", to what extent is an individual inventory record kept?

- a. Pertinent information is kept for all adults
- b. Records are maintained only for degree and/or diploma students
- c. Records are maintained for students subsidized by employers

3. If the answer to #1 is "yes", which of the following types of information are entered in the record?

- a. Achievement tests \_\_\_\_\_
- b. Anecdotal records \_\_\_\_\_
- c. Autobiographical Information \_\_\_\_\_
- d. Case histories \_\_\_\_\_
- e. Employment records \_\_\_\_\_
- f. Grades \_\_\_\_\_
- g. Health records \_\_\_\_\_
- h. Interest tests \_\_\_\_\_
- i. Participation in community activities \_\_\_\_\_
- j. Personality tests or check lists \_\_\_\_\_
- k. Rating scales \_\_\_\_\_
- l. Scholastic aptitude tests \_\_\_\_\_
- m. Other (Identify) \_\_\_\_\_

4. In regard to the specific use of tests, which of the following best describes your program?

- a. Comprehensive program complete with administration, interpretation and referral
- b. An adequate program in which tests are used primarily as measuring instruments, but which makes little use of interpretation and referral
- c. An incomplete program which is based primarily on student request for

## B. COUNSELING

1. How many full-time counselors are employed by your adult program?
  - a. 1 b. 2 c. 3 d. 4
  - e. more f. none
2. How many part-time counselors are employed by your adult program?
  - a. 1 b. 2 c. 3 d. 4
  - e. more f. none
3. How many of the above counselors also function in the day school program as
  - a. Teachers
    - a. 1 b. 2 c. 3 d. 4
    - e. more f. none
  - b. Counselors
    - a. 1 b. 2 c. 3 d. 4
    - e. more f. none
4. How many of the counselors meet the state department's requirements for counselor-approval?
  - a. 1 b. 2 c. 3 d. 4
  - e. more f. none
5. What is the approximate ratio of students per guidance counselor?
  - a. 1/100 b. 1/101-300
  - c. 1/301-500 d. 1/501-1000
  - e. 1/1000 or more
6. What percentage of the counselor's time is devoted to individual counseling?
  - a. 25 b. 50 c. 75 d. 100
7. Which of the following members of your adult staff are available for conferences with individual students?
 

	<u>Occasionally</u>	<u>Regularly</u>
a. Superintendent	—	—
b. President	—	—
c. Dean	—	—
d. Principal	—	—
e. Instructional Staff	—	—
f. School Nurse	—	—
8. Most individual counseling provided in your institution is a result of:
  - a. Pre-registration needs
  - b. Educational needs
  - c. Vocational needs
  - d. Personal-Social needs
  - e. Other (name) \_\_\_\_\_
9. Most student-counselor contacts are a result of:
  - a. Student requests
  - b. Faculty referral
  - c. Counselor request
  - d. Employer request
  - e. Other (What)

10. Which of the following students orientation methods do you employ?

- a. Handbooks
- b. Opening convocations
- c. Planned visits by future students to facilities
- d. Printed bulletins, catalogues
- e. Social hours
- f. Others (Name) \_\_\_\_\_
- g. None

11. What portion of your total guidance program is primarily concerned with:

- a. Vocational Problems or Planning
- b. Educational Problems or Planning
- c. Personal-Social Problems or Planning

More than half	About half	Less than half
—	—	—
—	—	—
—	—	—

12. To what extent do you make use of group-guidance services?

- a. Beginning of the year only
- b. At the beginning of the year and at regular intervals during the year
- c. At regular intervals throughout the year only
- d. At irregular intervals during year
- e. None

### C. INFORMATION SERVICES

1. How much educational information material do you have available for students in your adult program?

- a. Adequate information available which is up-to-date
- b. Limited amount available which is up-to-date
- c. Some information available but not necessarily current
- d. Little or none

2. How much vocational information material do you have available for students in your adult program?
  - a. Adequate information available which is up-to-date
  - b. Limited amount available which is up-to-date
  - c. Some information available but not necessarily current
  - d. Little or none
3. How much personal-social information material do you have available for students in your adult program?
  - a. Adequate information available which is up-to-date
  - b. Limited amount available which is up-to-date
  - c. Some information available but not necessarily current
  - d. Little or none
4. Which of the following materials and procedures do you use in providing the information to your students?
  - a. Brochures
  - b. Career nights
  - c. Coffee hours
  - d. Convocations
  - e. Display areas
  - f. Films, slides, other audio visual aids
  - g. Formal handbook
  - h. Occupational file
  - i. Television, radio, press

#### D. PLACEMENT

1. Are educational and vocational placement services available for adult students?
  - a. Yes   b. No
2. If your answer to #1 is "yes," in which of the following areas are most of your placement services utilized? (Place #1 by your 1st choice, #2 by 2nd choice, etc.)
  - a. Part-time occupational placement \_\_\_\_\_
  - b. Full-time occupational placement \_\_\_\_\_
  - c. Specialized and technical training institutions \_\_\_\_\_
  - d. Academic institutions \_\_\_\_\_

3. With which of the following agencies are most of your job placement referrals made? (Place #1 by your 1st choice, #2 by your 2nd choice, etc.)

- a. State Employment Agencies \_\_\_\_\_
- b. Federal Employment Agencies \_\_\_\_\_
- c. Private Employment Agencies \_\_\_\_\_
- d. Local Employment Agencies \_\_\_\_\_
- e. Few referrals are made \_\_\_\_\_

#### E. FOLLOW-UP AND RESEARCH

1. How long has it been since a survey of job opportunities in your area has been conducted?

- a. 1-2 years c. 5-10 years
- b. 3-5 years d. None has been made

- a. If a job survey has been conducted who made the survey?

- a. Guidance personnel
- b. Outside agencies such as Chamber of Commerce
- c. Administrative staff of your school
- d. Graduate students working on advanced degrees
- e. Certified educational employees in cooperation with the business community
- f. Others (please specify)

- b. For what purposes have the data been used by your institution?

- a. To improve the curriculum and thus to increase the occupational potential of the adult students
- b. To assist in job-retraining
- c. It hasn't been used

2. To what extent have you utilized follow-up studies in the development of your guidance program?

- a. Extensively
- b. To some extent
- c. Very little
- d. Not at all

3. How effective do you feel your guidance program (services) has been in helping your adult students with their problems and plans?

- a. Very effective
- b. Generally effective
- c. Questionable as to effectiveness
- d. Generally ineffective

THANK YOU FOR YOUR COOPERATION!

APPENDIX C

FOLLOW-UP LETTER

Des Moines, Iowa 50310  
March 10, 1967

Director of Adult and Continuing Education  
Educational Institution  
City and State

Dear Sir:

Several weeks ago you received a survey check list regarding the current status of adult guidance services in the universities, colleges, area community colleges, area vocational-technical schools, and a selected number of adult evening high schools in the state of Iowa.

The response to this check list has not been received from your school. This, no doubt, has been an oversight. I am aware that your time is very valuable, but it would be greatly appreciated if you could spare a few minutes to complete this form and return it to me so that my coverage of the adult guidance services in Iowa will be as complete as possible.

Thank you.

Sincerely yours,

(Mrs.) Shirley A. Blenderman

## APPENDIX D

### SEVENTY-SIX IOWA EDUCATIONAL INSTITUTIONS SURVEYED IN THIS STUDY

<u>Institution</u>	<u>Location</u>
REGENT INSTITUTIONS:	
University of Iowa	Iowa City
State College of Iowa	Cedar Falls
Iowa State University	Ames
PRIVATE FOUR-YEAR COLLEGES:	
Briar Cliff College	Sioux City
Buena Vista College	Storm Lake
Central College	Pella
Clarke College	Dubuque
Coe College	Cedar Rapids
Cornell College	Mount Vernon
Dordt College	Sioux Center
Drake University	Des Moines
Graceland College	Lamoni
Grinnell College	Grinnell
Iowa Wesleyan College	Mount Pleasant
Loras College	Dubuque
Luther College	Decorah
Marycrest College	Davenport
Midwestern College	Denison
Wasson College	Sioux City

Mt. Mercy College	Cedar Rapids
Northwestern College	Orange City
Parsons College	Fairfield
St. Ambrose College	Davenport
Simpson	Indianola
University of Dubuque	Dubuque
Upper Iowa University	Fayette
Wartburg College	Waverly
Westmar College	Le Mars
William Penn College	Oskaloosa

## PRIVATE JUNIOR COLLEGES:

Grandview College	Des Moines
Mount St. Clare College	Clinton
Ottumwa Heights College	Ottumwa
Palmer Junior College	Davenport

## AREA COMMUNITY COLLEGES AND AREA VOCATIONAL SCHOOLS:

## Area I--Northeast Iowa Vocational

School	Calmar
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## Area II--North Iowa Area Community

College	Mason City
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## Area IV--Northwest Iowa Vocational

School	Sheldon
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## Area V--Iowa Central Community

College	Fort Dodge
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## Area VI--Community College

Marshalltown



Area VII--Hawkeye Institute of Technology	Waterloo
Area IX--Eastern Iowa Community College	Bettendorf
Area X--Area X Community College	Cedar Rapids
Area XI--Area XI Community College	Ankeny
Area XII--Area Vocational School	Sioux City
Area XIII--Western Community College	Council Bluffs
Area XIV--Southwestern Community College	Creston
Area XV--Iowa Technical Institute	Ottumwa
Area XVI--Southeast Iowa Community College	Burlington
PUBLIC JUNIOR COLLEGES (NOT ORGANIZED INTO MERGED AREA SCHOOLS)	
Boone Junior College	Boone
Centerville Junior College	Centerville
Ellsworth Junior College	Iowa Falls
Emmetsburg Junior College	Emmetsburg
Estherville Junior College	Estherville
Marshalltown Junior College	Marshalltown
PUBLIC ADULT EVENING HIGH SCHOOLS OF CITIES OVER 10,000	

## POPULATION:

Ames Adult Evening High School	Ames
Bettendorf Adult Evening High School	Bettendorf
Boone Adult Evening High School	Boone
Burlington Adult Evening High School	Burlington

Cedar Falls Adult Evening High School	Cedar Falls
Cedar Rapids Adult Evening High School	Cedar Rapids
Clinton Adult Evening High School	Clinton
Council Bluffs Adult Evening High School	Council Bluffs
Davenport Adult Evening High School	Davenport
Des Moines Adult Evening High School	Des Moines
Dubuque Adult Evening High School	Dubuque
Fort Dodge Adult Evening High School	Fort Dodge
Fort Madison Adult Evening High School	Fort Madison
Iowa City Adult Evening High School	Iowa City
Keokuk Adult Evening High School	Keokuk
Marion Adult Evening High School	Marion
Marshalltown Adult Evening High School	Marshalltown
Mason City Adult Evening High School	Mason City
Muscatine Adult Evening High School	Muscatine
Newton Adult Evening High School	Newton
Oskaloosa Adult Evening High School	Oskaloosa
Ottumwa Adult Evening High School	Ottumwa
Sioux City Adult Evening High School	Sioux City
Waterloo Adult Evening High School	Waterloo
West Des Moines Adult Evening High School	West Des Moines